Within the last few weeks how vast an army has stepped off from the rostrum of our high schools, seminaries, and colleges to enter the sternest conflicts of life! How much of hope and anticipation that heretofore have been afar off has now drawn nigh! How much of parental struggle and self-denial now rejoices in the long-looked-for consummation! Graduation day is the grandest day in our early calendar. It indicates the greatest and most substantial triumph of our lives up to that point. It speaks in plainest terms of long-continued effort, industry, and perseverance. It is the most distinctive mark of our transition from boyhood to manhood; from girlhood to womanhood. It comes to us before we reach the plain, matter-of-fact period in which all the poetry and romance are driven from our ideals. It comes while life is still clad in rosy hues, and hope is sanguine. How true it is that "Shades of the prison-house begin to close Upon the growing boy; But he beholds the light, and whence it flows, He sees it in his joy; The Youth, who daily farther from the east Must travel, still is Nature's Priest, And by the vision splendid Is on his way attended! At length the Man perceives it die away, And fades into the light of common day; What man of us, however old he may be in years and disappointments, or however envious he may be in success and happiness, does not wish himself again at "the east" of life, and "attended by the vision splendid!" Who would not gladly stand on the rostrum once more and begin again to fight this battle of life?

And then, who shall calculate the immense gain to society from the strong impulse given to life, and the enthusiasm imparted to every social movement, by the infusion of fresh blood, each year, into the body politic? Surely commencement day is a significant day and worthy of commemoration.

From all over the county come reports, as usual, of the largest halls in our towns and cities being crowded with enthusiastic audiences upon these commemorative occasions. And yet many persons poorly conceal the fact that they look upon these exercises as being somewhat in the nature of a fraud. This must not be regarded as a voice of that hostility which is so largely manifested to-day against higher education; for the feeling is betrayed by some who are the warmest friends of higher schools. No doubt considerable endorsement of the sentiment would be found among teachers themselves, if they felt called upon to say all that they think.

Whether or not it is the beginning of a settled policy—if anything pertaining to public schools can be called settled now—a-days—has not been declared, but at all events the usual commencement exercises of the Central High School of Chicago were omitted this year. Not a few remarks have been heard approving this course as eminently sensible; and what is rather strange, it is understood that the graduating class was reconciled and approved the decision of the authorities.

When looked at in a way that some are pleased to call cynical, it must be confessed that it does look rather absurd to see fathers, mothers, brothers, sisters, cousins, and all, indulging the exalted emotions of a grand occasion, and patiently sweltering in a crowded audience to witness the boys and girls deliver from the rostrum—what? their own thoughts and conclusions? No! But a mere medley drawn from every source imaginable but their own heads, as every body knows. And how can boys and girls be expected to have sentiments of their own which are appropriate for such audiences? The fruit naturally to be looked for at that age is either gushing, extravagant, unripe sentiment, or dry common-places. One or the other of these is the subsoil out of which by the aid of teachers, books, and friends, the common graduating essay is forced, and forced at a fearful expense of strength and nerve.

From this point of view, the worst feature is that our boys and girls are taught to raise a fictitious and unreasonable standard for themselves. They are put under strain and are made to believe that they are able to master the situation, when in truth they are not able to master it. The high school graduate who can produce—we wont say a thoroughly original essay—but an essay good enough for the occasion without the direct aid and suggestions of teachers and books is either unhealthily precocious, or he has mental strength far beyond the average. In any ordinary high school, the teacher would not dare to let his class come upon the platform on commencement day with their own natural, normal products. And then the audience knows perfectly well that it is not listening to the real digested thoughts of the speakers and readers; but to a frothy compound, the result of a most unnatural and spasmodic mental effort.
Certainly it is a good thing at times to put a young person to his metal, as we say. So it is good occasionally to urge a trotting horse to the utmost limit of his gait. But it is a bad thing to let him "break," and especially to let him become confirmed in the habit. It is of great value to urge boys and girls to their very best, and even to out-do themselves on occasion; but it is a serious matter to urge them beyond their gait,—to let them think, or even pretend for a moment, that another person's better is their best. The evil is that we train them to probe their hearts in a vain search for sentiments to the level of which they have not yet grown; and to best their brains for thoughts that are entirely "beyond the reaches of their souls." They are expected to exalt themselves in order that their green fruit may seem to be ripe and afford enjoyment to mature fathers and mothers. They appear in borrowed feathers, and by the applause and compliments which they receive, they are confirmed in the delusion that this borrowed finery is proper and becoming. In the process of preparing these graduating exercises, teachers and friends tamper with the standards of truth and honesty. They encourage the violation of the very first principle of genuine manhood—that we shall not seem to be what we are not.

This abandonment of strict honesty in the literary part has suffered the whole exercise to become enclosed in an atmosphere of artificiality, vanity, display, and extravagance which is deeply to be deplored. As expressed in the bad rhetoric of a very zealous correspondent of a daily paper, these occasions have become chiefly opportunities "for vealy lovers to beg for an additional appropriation of pocket money to be expended for bouquets to be tossed upon the stage at the proper time, at the feet of a quivering morsel of femininity undergoing the chrysalis process of graduation, and done-up in a package of the whiteness of virgin muslin and adorned with the brightest of pink ribbons."

After a group of young people have spent four years or more in pleasant and intimate companionship, striving together with a common purpose, he would be a cynic, indeed, who would assert that they ought to be expected or allowed to separate and each go his way without some ceremony to commemorate the happy hours that are gone. He is wanting in the juice of manhood who asserts that there are no sentiments perfectly natural and proper for them to feel and express at such times. It is eminently proper that there should be some celebration. It is due to the natural impulses and desires of youth; it is appropriate as a fitting manifestation of parental and friendly interest and affection; it is advisable for its effect upon our schools and upon the public generally. But it is high time that ingenuity and honesty should bestir themselves to find means to free these occasions from the evils that now attend them.

THE OHIO ASSOCIATION.

The Twenty-ninth Meeting of the Ohio Teachers' Association at Put-in-Bay, July 2, 3, 4, was as enjoyable and profitable as any they have ever held. Between five and six hundred teachers were present. It is the sixth meeting they have held at Put-in-Bay, and they unanimously decided to hold the next one there. It seems agreed that the time has gone by when it was necessary for the Association to travel about the state with a missionary spirit. It is now an institution wholly given up to a delightful season of recreation mingled with a large amount of profitable discussion and pedagogical friction. Many teachers go there a week in advance, and some remain for days after adjournment, enjoying the boating, fishing, and bathing, and "resting up" generally. During the session, in pleasant weather, it is true the inclinations of many overcome their sense of duty, and lead them to play truant; but then the Proceedings are always published in full, and it is to be hoped that the runaways get the benefit, by reading, of what they did not hear in the meetings.

After all, when we reflect upon the number of educational journals there are, and the facilities for publishing everything that is really worth attending to, does it not seem that the social and informal part of all such meetings is the element of greatest value? Of course papers and discussions must not be abandoned, but it is not the best policy for the executive committees of all such general associations to reduce the formal part to a minimum, and furnish every opportunity for social and irregular intercourse? At all events, we commend the course of the Ohio teachers, and wish that every state association had its Put-in-Bay, where all its members could be kept together during two or three days under one roof, and burdened with no very sharp sense of duty toward a prepared programme. The teachers of to-day, at least those who have enough professional spirit to attend associations, and to subscribe for educational literature, are not greatly in need of the enlightenment which is to be had by public discussions, but they do greatly need rest and recreation, and more than all, the stimulus which comes from breathing, for a time, an atmosphere charged with the sympathy and aspiration of kindred spirits.

The most prominent subjects discussed at this meeting were first, the high school question in various aspects, the conclusion being pretty general that the courses of study in these schools are too extensive, and that the various and hostile criticisms so largely indulged in are based upon ignorance of what high schools are accomplishing for the country, and upon figures and statistics which are erroneous and fallacious in the extreme. Second, the improvement of country schools—upon which Ohio has yet to try the effect of state-normal schools and county supervision, two things which she has long been demanding of her legislature. Third—the kindergarten, in regard to which the opinion was strong that it is eminently desirable that the wholesome influences of kind teachers and good training should be brought to bear at the earliest moment upon the little ones of the lower classes in our towns and cities. Before these children reach the school age, as the laws of the states now prescribe, their minds are warped and their destiny, unfortunate for themselves and the state, is fixed beyond the power of primary schools and subsequent training to materially modify. Fourth, reading, which it was agreed is the most important and most neglected branch of education in our schools. As to the reading matter found in the hands of our children out of school as well as in, it was held that teachers are largely responsible. And in order that the question might be answered which is so frequently asked by teachers and others, What books shall we put in our homes and libraries for our children? a committee of five was appointed to see what can be done toward preparing a list, especially of juvenile literature, which would be worthy of the use and confidence of all persons.

The Association gave expression to the most heartfelt regrets at the approaching departure of its President, Professor T. C. Mendenhall of Columbus, who leaves about the middle of August to take the chair of Physics in the Imperial University of Japan. In discharging the responsibility laid upon him of directing in his department the initial impulse of a whole empire,
which is just waking up to the study of the book of nature and of science, and in molding the methods of instruction to be followed by millions of people, if his success shall be equal to the well wishes of his friends, it will be unbounded. While personally we cannot be reconciled to the exile of so true a friend and valued an educator, still we cannot deny ourselves the pleasure of announcing to our readers that they will have the privilege of reading in the columns of the Weekly interesting and profitable contributions on various subjects from the distinguished professor during his stay abroad.

WHAT IS THE KINDERGARTEN, AND WHO IS THE KINDERGARTNER?

MRS. F. A. B. DUNNING, Milwaukee, Wisconsin.

Frequent are the inquiries as to what the Kindergarten really is, what it does for the child, and what its objects are, even in places where it has been long established; and failing to understand these, many parents deprive their children of its inestimable advantages. To learn the value of the Kindergarten we must study the principles upon which it is based, and look for the results of their application in the proper directions. When the parent, whose highest idea of the fundamental education of his child is the rapidity with which it learns to name and combine certain characters called letters, and—read, looking for no other evidence of progress, sends it to the kindergarten, he is disappointed. But should be watch for a gradual healthy growth of all the faculties, a development of ideas as well as muscles, he will rarely have cause to complain.

In nature, the tiny seed, germ of multiplied vegetable life, demands that certain conditions be fulfilled or growth to it is impossible. And how eagerly the farmer, the florist, the gardener, seeks to know what these conditions are. How closely are analyzed all the causes producing favorable and unfavorable results, and the former quickly chosen. The earth is properly prepared at the right time to receive this promise of new life, and sun, wind, rain, darkness, and light all urge its development to the highest possible fruition. Why should not the little child, germ of such grand possibilities, claim that the conditions of its proper growth be studied as well? And to one who made these a special study, are we indebted for the kindergarten,—word full of meaning. Fresh soil, which should be tilled by pure hands prompted by loving hearts; in which no seed should take root that is not fair promise of perfect fruit. Surround the child by right conditions of growth, and proper development will follow. This is the theory upon which the kindergarten is based. And accepting as we do Froebel's idea of those conditions, and the means discovered by him of supplying them, it only remains for us to study them well, aided, however, by the experience of all who have sought earnestly to apply them. Knowing that the child's mental impressions are received through the senses, that knowledge is gained by doing, knowing too that these impressions to be helpful must be pleasant and often repeated, how ingeniously are the gifts and occupations of the kindergarten ordered.

Light calisthenics and pleasant games in which all take part aid in a proper physical growth. The construction of forms of life, beauty, or knowledge, from dictation, in the various gifts and occupations, induce clearness of comprehension, concentration of attention, accuracy in the use of hands and eyes together, as well as dexterity in the use of the former, applying the principle upon which a thorough education is based, that from the first step to the last, knowing is doing. Invention too has free play, and almost marvelous sometimes are the evidences of artistic skill at the hands of the little ones. The affectional and moral parts of the child nature are brought into activity by the spirit of kindness, forbearance, love, which should be the natural atmosphere of the kindergarten. For that the children be happy is acknowledged to be the first requisite. That obedience shall be as far as possible voluntary, is an important one; that the gifts and occupations be given in such a manner that mechanism be avoided and underlying principles be received; that development take the place of instruction, that the process with the child be an out-growing and not an in-taking. The little hands are not to receive all the benefit from the varied uses to which they are called, although this advantage of kindergarten work seems to me not a slight one.

While the hands are working so industriously with blocks, tablets, sticks, or the more pliable squares and strips of paper, or the yet more plastic clay, there are being stored away in the mind, by repeated impressions of the same kind, unchangeable principles of great practical use in the years to come. Beauty of form and harmony of colors bring aesthetic culture. The child is unconscious of all it gains, and sees only the result of its effort in the finished piece of handiwork, as do older people too, who have not studied well its higher worth. But is it too much to suppose that the little boy who has learned so much architectural design in his block building, and so much beauty of form in laying his tablets, will some time own a better house with more tasteful surroundings, for his kindergarten training? And the little girl who has learned to unite colors so harmoniously, to originate and draw such pretty patterns, to use her hands so dextrously, will, I am sure, dress herself more becomingly, ornament and keep her house better, and in some down hill turn of life may be able by her taste and ingenuity to keep the wolf that haunts so many homes from entering hers. And the boy whose hands might otherwise be idle or engaged in that service always waiting for such, may be saved in his hour of most perilous temptation by one of these pleasant occupations. The best results of the kindergarten are surely not the tangible ones.

And who is the kindergartner? Who shall be the one to till the soil of the child-heart, to lead it step by step toward the highest self-development? Who shall catch the divine idea of Froebel, if not the earnest devoted mother, who has studied, loved, and suffered for her own child, and through that, has the key to the heart of every other child? It must be the true, the born mother, for the deep motherly instincts, like the gifts of poetry and music, are not vouchsafed to all who bear the name. There must be a tenderness for all children, that will find something beautiful in the most unlovely, and a boundless faith in humanity that will not be crushed. With these, the heart, assisted by a well-disciplined intellect, will readily find ways of meeting each little one upon its own level, and with the ingenious materials of the kindergarten will lead in pleasant ways the little hands and minds to work together.

THE TRUE CONDITIONS OF SOCIAL ORDER AND PROGRESS, AND OF NATIONAL PERPETUITY.

GEORGE HARPER, Wisconsin.

The remark has frequently been made, that on this continent a number of different races of men have lived and have passed away forever, prior to its settlement by its present spirited and enterprising inhabitants, destined, probably, to be its last.
None of the ancient races that once peopled the New World would appear to have been able to make a good permanent footing here; for with the single exception of the red savages of the woods, who is even now, with his dusky face reluctantly turned toward the region of the setting sun, preparing to depart and be at rest, they have all successively and forever disappeared. On the other great divisions of the earth, the case we find to be remarkably different, as regards duration or permanency of occupation. In Asia, for example, the Hindoos and Chinese and other oriental nations can trace their history and the numerous dynasties of their kings for many thousands of years, far back into the realms of a bewildering and uncertain antiquity; while in Africa the Egyptians, the oldest nation in the world, have still their primitive manners, institutions and customs. And with regard to the antiquity of other nations, we know that the energetic and enterprising inhabitants of Northern Europe, from whom we are descended, possess authentic records extending far beyond those of the Greeks and Romans, while compared with any of these ancient races, the American Indian is "but of yesterday"—so far at least as relates to his occupancy of this continent which he has done so little to improve.

It must surely then, in the face of such indisputable facts, be interesting to all reflecting minds to inquire how this has happened. Where now are the predecessors of the Indian? Where are the descendants of the Aztecs and other contemporary peoples? How has the power of the mound builders? Where are the children of that diminutive race, not over four feet high, who were once the dwellers in the southern states of this Union, and whose skeletons may yet be met with in middle Tennessee and other localities? And as for those "Sons of Anak," once the gigantic denizens of this strange land, where are their living representatives at this day? Whence came the stronger nation that could have contended with and finally overpowered and extirpated them? Did their stalwart forms and immense size, their length and strength of limb, afford them immunity from the general doom of the "survival of the fittest?" In regard then to each and all of these departed nations in turn, may we not pertinently ask the questions, has pestilence cut them off, or the sword, or famine? or has some fearful conclusion of nature swept them all away? Or have they successively melted away during the many thousands of years that must have elapsed since mankind first inhabited this region of the earth, by the slow wasting process of physical deterioration and decay? And is man no less than the lower creation subject to such laws? We may put these and many such questions, but the wisest can not answer them. The problems involved can not perhaps be correctly solved, at least at the present day.

Still, although by some people such speculations may be considered more curious than useful, they will force themselves upon our notice and claim an investigation. Nor will the "unconquerable mind" of man cease from its inquiries into the origin and causes of things until at least some sort of satisfactory conclusion is reached. The dull and prosaic may take things as they find them, and continue to "live and move and have their being" without casting a thought forward or backward, but the philosophic mind will not rest so easily contented. When Hugh Miller began slowly to decipher the mystic characters engraved in the rocks around him, the interpretation of which disclosed the true order and history of creation, the Cromarty stonemasons looked on with a smile of derision not unmingled with pity and contempt that a brother of the trowel and chisel should spend any portion of his time in such vain and profitless employment!

We find, moreover, in the moral no less than in the physical world, the existence of a uniform and pervading "reign of law" as applicable to the affairs of nations. For thus only is it possible to determine what are the main elements of prosperity to nations as to individuals. If history is correctly defined as "philosophy teaching by experience," we are thus presented with the strongest motive for studying the past, and of turning the salutary lessons which it teaches to the best account. The facts and phenomena presented in the history of ancient nations which have passed away, but to whose records we have now ready access through the labors of scholars and learned men, thus become fraught with the deepest significance. In modern times a new and potent element has been introduced into the world in the shape of Christianity; and the divine principles involved will give us an immeasurable advantage over nations that have sat in darkness; but like everything else, even Christianity itself, by the folly or wickedness of its professed followers, is liable to become corrupted, or to degenerate into mere empty dogmas and forms; and only when it is pure and undefiled can it accomplish its benign mission or insure against national degeneracy.

FACTS, ANECDOTES, AND SENTIMENTS RELATING TO MR. BRYANT.

Dr. Bryant believed his profession to be a noble one, and it was from this belief that he named his little son after one of its luminaries—the celebrated Dr. William Cullen, of Scotland. "The boy will succeed me in the healing art," he fondly thought. It was doubtful at first whether the lad would live, for he was very frail, and he had an immense head. The size of his head troubled his anxious father, who could not find any remedy for excessive cerebral development in the writings of Dr. Cullen, so he hit upon a remedy of his own, and ordered the child to be ducked every morning in a spring of clear cold water which burst up out of the under-world near the Bryant homestead. Two of his students were deputed to take the child from his warm bed, and to run with him to this spring, in which he and his offending head were immersed. The youngster fought against this treatment, which was continued until the size of his head diminished; or, what was about the same thing, until the size of his body increased, and the whilom discrepancy of proportion of both was not noticeable.

History furnishes few parallels to the case of Bryant, the boy poet. Chief among these rank Tasso, who at nine years of age wrote his "Lines" to his mother; Cowley, who at ten years finished his "Tragical History of Pyramus and Thisbe"; Pope, who was twelve years old when he finished his "Ode to Solitude," and Chatterton, whose "Hymn for Christmas Day" was ended at the same age. A well-known man of letters, writing of the early but healthy development of Bryant's genius, justly says: "His first efforts betray no symptoms of a forced, hot-bed culture, but seem the spontaneous growth of a poetic imagination. They are free from the spasmodic forces which indicate a morbid action of the intellect, and now in the polished, graceful, self-sustaining tranquillity which is usually the crowning attainment of a large and felicitous experience." It is worthy of note in this connection that, of the small circle of poets who are known to have begun composing in boyhood, Bryant was the only one whose powers remained unimpaired long past the age allotted to man as the term of his natural life.

He read or spoke, with more of less ease, six or seven different languages. The German, he once said, was the sweetest language of all. When the Hahnemann books on homoeopathy first appeared he read them eagerly in the original, and became a convert to that medical faith. He got a lot of medicines, and often, in the country, administered them not only to his own family but also to his neighbors. He was elected to be the first president of the first homoeopathic society organized in New York.

Mr. Bryant once coworked Col. W. L. Stone, the editor of the Commercial Advertiser. A long time ago, Dr. Holland, the editor of the Standard, a morning journal published by John Minnford, a politician, sent a challenge to Mr.
Bryant to fight a duel. The provocation was a political editorial article written by the latter. Mr. Bryant received the challenge coolly, and immediately replied to it in a note which ended with words to this effect: "Were you a gentleman and not a scoundrel, I should take some notice of you. But you are a scoundrel." Holland quizzed, and the affair was not heard of again.

During the forty years that I have known him, says a member of his staff, Mr. Bryant has never been ill—never been confined to his bed, except on the occasion of his last accident. His health has always been good.

Notwithstanding his age and his chiefship in the office, he never, to my knowledge, sent for any member of his staff to come to him; if he had sought to say he went to the person to whom he wished to say it. He would pass through the editorial rooms with a cheery "good morning;" he would sit down by one's desk and talk if there was aught to talk about; or, if asked a question without being, would stand while answering it, and frequently would relate some anecdote suggested by the question, or offer some apt quotation to illustrate the subject under discussion.

One morning many years ago, after reaching his office, and trying in vain to begin work, he turned to me and said, "I can't get along this morning." "Why not," I asked. "Oh," he replied, "I have done wrong. When on my way here, a little boy flying a kite passed me. The string of the kite having rubbed against my face, I seized it and broke it. The boy lost his kite. But I did not stop to pay him for it. I did wrong. I ought to have paid him."

This letter was sent to a young man who asked for a criticism upon an article he had written:

"My young friend, I observe that you have used several French expressions in your letter. I think if you will study the English language that you will find it capable of expressing all the ideas that you may have. I have always found it so, and in all that I have written I do not recall an instance where I was tempted to use a foreign word but that, on searching, I have found a better one in my own language.

"Be simple, unaffected; be honest in your own speaking and writing. Never use a long word when a short one will do as well."

"Call a spade by its name, not a well-known oblong instrument of manual labor; let a home be a home and not a residence; a place, not a locality, and so on the rest. When a short word will do you will always lose by using the longer one. You lose in clearness; you lose in honest expression of meaning; and, in the estimation of all men who are capable of judging, you lose in reputation for ability.

"The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a thick crust, but in the course of time truth will find a place to break through. Elegance of language may not be in the power of us all, but simplicity and straightforwardness are."
ALPHABET OF THE SPLENG REFORM ASOOGISHUN.

Vowels.

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<tr>
<th>Short.</th>
<th>Long.</th>
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<tr>
<td>i i</td>
<td>e = t, it, polite.</td>
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<tr>
<td>e e</td>
<td>a = e, potato, they, fare.</td>
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<tr>
<td>a</td>
<td>a, fare (in America).</td>
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<tr>
<td>o o</td>
<td>ask (see Dictioner).</td>
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<tr>
<td>o</td>
<td>ask, fur.</td>
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<tr>
<td>u u</td>
<td>not, what, rath, wall.</td>
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<tr>
<td>o o</td>
<td>wholly (in Nü Indiglaid).</td>
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<tr>
<td>u u</td>
<td>burnt.</td>
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<tr>
<td>u u</td>
<td>full, a, rule, fool, muv.</td>
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Diffisonghy: i = ei, find, find. AU ou, house = house.

Consonants.

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<th>Surd.</th>
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<td>P</td>
<td>b, bet.</td>
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<td>T</td>
<td>d, did.</td>
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<td>CH</td>
<td>church.</td>
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<td>G, g</td>
<td>get.</td>
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<td>F</td>
<td>f, filosofor.</td>
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<td>TH</td>
<td>thin, pithy.</td>
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<td>S, s</td>
<td>so, cent.</td>
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<td>SH</td>
<td>sh, she.</td>
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<td>WH</td>
<td>wh, which (in Ingland).</td>
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<td>H h</td>
<td>he.</td>
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Silabics: I, nobl, noble; m, spam, spams; n, tokn, tokne.

Nashure hwicb ius the Roman alphabet mak the sam leter stand for a short yauel and its long, distinguishing the tu when ned by a diacritical mark. It is intended tu us the ni alfabet in this wa. In popular print, onli the yauels given as short, and e and o built be tied. Se illustrashun on the next pag.

SPECIMEN IN COMUN TIP.

By the phonetic alphabet a child may be taught the art of reading, not flueti but well, both in phonetic and in ordinary books, in three months—ay, often in twenty hours of thorough instruction:—a task which is rarely accomplished in three years of toil by the old alphabet. What father or teacher will not gladly hail and earnestly work for this great boon to education,—this powerful machine for the diffusion of knowledge.

S. R. A. Alphab: 32 sounds distinguished.

Webster's pronunciation.

Bi the fonetic alfabet a child ma be tet the art ev reding, not flueti but well, both in fonetic and in ordinary books, in three months—ai, oft in twenty ast ev yauel inuxrashun:—a task which i rarii acomplish in thi yera ev toil bi the old alfabet. Hwet fhath or tchachur wiuld not gladi hal and unnesi wure for this great bun tu educashun,—this paurful mashen for the diffizhun ov noleg.

S. R. A. Alphab: at the sounds distinguished.

Bi the fonetic alfabet a child ma be tet the art ev reding, not flueti but well, both in fonetic and in ordinary books, in three months—ai, oft in twenty ast ev yauel inuxrashun:—a task which i rarii acomplish in thi yera ev toil bi the old alfabet. Hwet fhath or tchachur wiuld not gladi hal and unnesi wure for this great bun tu educashun,—this paurful mashen for the diffizhun ov noleg.

Carful atenishun is invited tu this specimen ev fonetic printing. It is believed that so clos a resemblance tu this ordinari printed pag can not be obtaia by eni other fonetic alphabet that has ever been devised. It is therefor lees efieni tu the reader than eni other, and me he cold DHE ALPHABET OV LEST REIZSTAN.
Correspondence.

NOTES BY THE WAY.

We wonder if teachers visiting in Washington know how many things of interest are to be found in Gen. Eaton's office. It will pay any one to hunt up this office—not an easy task, by the way. There is the general government, like that of state and county, seems to consider education of minor importance, judging by the accommodations provided for purposes of education. There is the highest moral influence on the people, which, instead of being proverbially dull, are exceedingly eloquent to the thoughtful mind. We find there are over fourteen and a quarter millions of children of school age in our country, of whom not quite nine millions are enrolled in public schools, under the charge of 273,421 teachers. Are the educational exhibits at the World's Fair of interest to those in other states? The revenue for the support of schools is derived from legislative appropriations, and no other funds are available for public schools. The income of schools, as a fact unless you look to the future, is larger than the income of the country. The government expects to increase the income of schools, and to do so the government is willing to suffer the loss of other governments.

In visiting the educational exhibit at Philadelphia, the Central Building of the Education, there is no place to be found which has a prettier exterior, with its Gothic roof, verandas and deep window seats, filled with blooming plants. Within, the children are exceedingly pleasant to teach, learn readily and with a cheerful spirit.

The exhibit is the best prepared and planned of any thing in the world. If we could but have had as much space and as good arrangement for our Centennial exhibits, we would have had cause to feel proud of a great educational work. As we enter the Department of Education, the first thing which attracts attention is a brick building, designed as a model of a church. The inside is a very attractive exterior, with its Gothic roof, verandas and deep window seats, filled with blooming plants. Within, there are four schoolrooms, two above and two below, connected by staircases of easy ascent into each room, a fireplace is a feature of monumental size; the walls are prettily tiled, and the whole air of the place is exceedingly cheery and home-like. Next comes the American department in which are model schoolrooms for all grades, from the kindergarten up to the high school, with two model country school rooms, each appropriately furnished, and each containing a small library, suitable to use of scholars in that grade. The design was to have an exhibition in connection with each work, from that grade of school, with the exception of the kindergartens and the high school, no work has been sent in.

Next we come to the technical schools, in which department Stevens Institute of Technology and La Faye are represented by an educational exhibit. The schools of the American Missionary Association among the Freedmen are well represented, Sunday-schools and various other institutions, among them our own Illinois University, are represented by pictures and drawings. The schools of the American Missionary Association are well represented, Sunday-schools and various other institutions, among them our own Illinois University, are represented by pictures and drawings. The schools of the American Missionary Association among the Freedmen are well represented, Sunday-schools and various other institutions, among them our own Illinois University, are represented by pictures and drawings.
IOWA.—Miss P. W. Sudlow, Davenport's most excellent city superintendent, has accepted the appointment of Lady Professor of English Language and Literature in the State Normal School, the salary of $300. She is a member of the Davenport Normal Union. Mr. H. E. Sudlow, of the Davenport public schools, is in the superintendent of the public schools of that city. Prof. Sudlow brings to the work years of experience in school affairs, ripe scholarship of a high order, and much executive ability. He has the hearty sympathy and cooperation of the best teachers of the city, and the hope is entertained that if good judgment is used in the management of affairs does not prove the wisdom of the board in making this appointment.

Miss E. S. Willard, teacher of a kindergarten school in Boone, recently read a paper before the Iowa Teachers' Association. The paper dealt with the kindergarten normal training class at Marshalltown. They will also have a kindergarten school for the summer term.

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

CHICAGO, JULY 11, 1898.
The Educational Weekly.

July 11, 1878

The educational institutions in the United States are undergoing significant changes. The day was magnificent in point of weather and temperature, and the exercises were held in Roberts Park church and occupied the day with great satisfaction. The school will continue without change. The financial condition of the institution seems to demand retrenchment, ten per cent has been cut from the already meager salaries of the president and professors, while the trustees, with a self-sacrificing magnanimity that is absolutely startling, have agreed hereby to pay their own traveling expenses to and from the meetings of the board. A combined effort on the part of all the ministerial conferences of this state is to be made in October by a public meeting at Indianapolis to raise funds for the purpose of removing Ashbury's financial straits and putting her upon a better basis. The Annual exercises of the State Normal School at Terre Haute were held on the same day. The graduating class of Indianapolis High School graduated a class of thirty-three regulars and seven short course pupils. The exercises were held in Roberts Park church and occupied five hours, which were divided into two sessions of two and a half hours each. The day was magnificent in point of weather, and the exercises, notwithstanding their length, were listened to by a crowdhouse throughout the day with great satisfaction. The school will continue without any change. The students of both schools are to be congratulated upon the course of instruction. Pupils entering hereafter will have an option upon a purely English and Scientific course of four years and one embracing the languages, viz.: Latin, German, and Greek. The new officials are all prepared to do as much as possible for the completion of their course under the new system and thus attain to equal honors for their completion. A fair test is to be made which shall indicate precisely how much demand there is for the teaching of the dead or foreign languages.

H. E. Emmerich, teacher of Latin and German in the High School, sailed for Europe on the 1st of this month on a visit to his old home of Coblenz on the Rhine. Prof. Drayton of the High School assists Prof. D. D. Jordan, of Butler University, in the conduct of a summer scientific traveling school for Indiana students. The expedition numbering about twenty persons started June 20. Prof. George P. Brown, for four years past superintendent of the Indiana schools, has resigned that position; he will remove to Ann Arbor, Mich., where his sons are attending the University, and where he expects to engage in business. The State University at Bloomington, under the able administration of Dr. Lemuel Moss, is in a very flourishing condition and is rapidly growing in popularity.

WISCONSIN.—A signal station has been established at the State University. An Assembly Hall is to be constructed for the State University, with a capacity for seating 500 persons, and room for library. It will be built of brick, and will be located between the buildings of the University, about 100 feet from and fronting Park street. D. B. Frankenberger has been selected Professor of Rhetoric and Oratory at the University. The Regents at their recent meeting conferred the honorary degrees of LL. D. upon Prof. C. A. Hutton and Hiram Barber, Jr.; the degrees of LL. D. upon Prof. O. M. Connor.

The school year at Beloit closed successfully and pleasantly June 26. Miss S. M. Belden, Miss M. E. Hazard, Miss C. M. Spoor, and in the advanced grammar department, Miss Nellie M. Murdo, Prof. C. T. Chamberlin of that College, State Geologist, leaves for Europe this week Friday. The high school graduated a class of 14.—B. M. Reynolds has been reelected principal of the public schools at New Lisbon. He also has the principalship tendered him at Northfield, Minn. The Platteville Normal School is the oldest of the four normal schools. Its graduating class this year is the largest in its history, numbering 31—all in the full course and twenty in the elementary course. Mr. Dwight Kinney will remain in charge of the public school at Damascus, and his services there are greatly needed.

Supt. C. J. Collier, of Jefferson county, will have an educational department on exhibition at the county fair in September. One day will be chiefly an educational day. Good!—Supt. Isham has also made arrangements for an exhibition of public school work at the Walworth county fair next fall. Premiums will be given here as in Jefferson county.

michigan.—A dispatch from Ann Arbor to the "Browning News" states that "the whole internal workings of the University have been completely reorganized upon first-class business principles, and some order has come out of the chaos which has heretofore ruled supreme." The salaries of professors have been increased from 1,616 to 1,656 a year, and the reports indicate an enrollment of 1,827 pupils, leaving it $3,750. This effects a saving to the University of about $50,000 a year. W. A. Tolcherd was elected treasurer and business manager of the University. An undivided one-half interest in the Beal-Seare Collection of birds, recently accepted in return for a bequest of $1,000,000, is given to Dr. Rose by Judge Huntington. The collection is said to be worth $20,000. This is said to be a complete triumph for Beal. The graduating class of the Ann Arbor high school numbered 66—classical course, 14; Latin course, 12; scientific course, 26; English course, 3; commercial course, 1. The graduating exercises were very largely attended, as usual. The reunion of alumni occurred June 18.

TENNESSEE.—Prof. Edward Wise, of the South Normal and Business Institute at Jonesboro, will hold a teachers' institute on the top of the Roan mountain (6,307 feet) in North Carolina, beginning on the 21st of August and closing on the 23d, with a social and general reunion of the teachers of the two states. This will be the first institute ever held on a mountain south of Mason and Dixon's line. One half the usual rates at the Cheddar Hotel.

NEBRASKA.—Salaries for faculty at State University were reduced as follows: Chancellor, $3,500; Professor Hillcock, Apsley, Church, McMillan, and Collier to $2,000 each. The salary of Principal Palmer was reduced to $1,500.

Dakota.—Two graduates from the Yankton high school. The classical and academic courses of study require four years for their completion. Wm. M. Britoll is principal.

massachusetts.—Supt. J. W. Simonds has been reelected at Milford. His success there has been marked, and is evident in the improved condition of the schools.

Pennsylvania.—The State Teachers' Association will meet at Reading July 23.
Practical Hints and Exercises.

TEACHER AND Pupil—III.

C. M. WOODRUFF, Esq., Detroit, Mich.

OF THE Pupil’s RIGHT TO ATTEND THE PUBLIC SCHOOLS.

Sec. 1.—Nature and Extent of this Right.

The privilege accorded to a child of attending the public schools is not a privilege appertaining to a citizen of the United States, as such, nor can any person demand admission into such schools on the mere status of citizenship, but rather a privilege given by statute to the youth of the state, and is a legal right as much as a vested right in property, but the parent has no right to interfere with the order of the school, or the progress of other pupils by sending his own child at times, and in a condition, that will prove an annoyance and hindrance to others. This right to attend school is not absolute, but conditional upon the compliance with the rules and regulations of the school; it is a political right belonging to one as a member of the community in which one lives, and in common with all others of the same community.

The minor children of paupers supported at a county poor farm have the right to attend the public school in the district in which such county farm is located. Ordinarily children whose parents or guardians reside in other states have no right to attend schools wherever they happen to be, though there is a matter of right in the case of the minor of the several states. In many, children have the right to attend a school in any district to which their parents or guardians pay school taxes, independent of the residence of such parents or guardians.

In Iowa, California, Nevada, and Michigan, it has been held that a pupil cannot be excluded from the public schools on account of color or descent, nor can he be expelled, if colored, to attend a separate school for colored children. There is no law authorizing the classification, according to the color of children, for school purposes, and the establishment of separate schools for each race, such as is generally done in the United States, is within the general legislative power granted by a State Constitution to its legislature, and such a law does not contravene the 14th Amendment: To the Constitution of the United States, as abridging the privileges or immunities of citizens of the United States, if such classification preserves substantially equal school advantages. It will be seen by reference to the decisions cited to support this doctrine and its converse, that in Ohio separate schools may be maintained for colored children, provided they are “equal in every particular,” with other schools. In Iowa and California they can not be so maintained, while in Michigan it has been held that under the general school laws of that state, colored children were placed on the same footing with white children, and admissible on the same terms, to all schools, and in New York, where a city or incorporated village of the state creates separate schools for white and colored children, a colored child has no right to attend a school established for white children. There is no law granting to the principle that the establishment of separate schools for each class “equal in every particular” is not in contradiction of any provision of the United States Constitution. These various decisions rest upon the laws of the states in which they are rendered, none of them being based upon any provision of the Constitution or laws of the United States.

Sec. 2.—Expulsion from Schools.

It is the duty of a teacher to maintain proper and necessary discipline in school, and to that end he may, when necessary, expel a scholar. The power to expel is usually placed in the school board or committee, and the teacher’s power is subject to the decision of the committee. Where the board of directors of a school district has power under the statute to dismiss a pupil for gross immorality or persistent violation of the regulations of the school, it has not power to dismiss or suspend for conduct short of this, as for acts done out of the school, which, though having a tendency to excite ridicule of the directors and insubordination in the school, are not immoral or prohibited by any rule or regulation; but in Massachusetts the school committee has authority, not subject to revision, if exercised in good faith, to exclude a pupil for misconduct which injures its discipline and management. Under the Constitution and Laws of Iowa, it is competent for boards of school directors to provide by rules, that pupils may be suspended from the school in case they shall be absent or tardy, except for sickness or other unavoidable excuses, a certain number of times within a specified period; and a scholar (in Vermont) may be excluded from further attendance upon a term of school, for absence contrary to the rules thereof, though such absence is pursuant to command of their Roman Catholic parents, and by direction of their priest for the purpose of attending religious services on Corpus Christi days. A pupil is expelled by the teacher of a district school, that the scholar has quarreled with or shall write English Composition is a reasonable one, and refusal to comply therewith, in the absence of a request from his parents that he be excused therefrom, will justify expulsion of a scholar from the school. The general school committee of a city or town have power, under the laws of the Commonwealth of Massachusetts, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious or immoral character, although such character is not manifested by any acts of licentiousness or immoral character within the school.

Judge Higbee, of the Fulton County (Ill.) Circuit Court, rendered a decision that the Bloomington Leader thought “would commend itself to the people as good law and good sense.” It was to the effect that neither school teachers nor school directors can expel a child from the public schools for absence. He assigns but one cause for expulsion, and that is “incurably bad conduct.” It has been the custom in many of the schools to expel a scholar who has committed no offense except to be absent a certain number of days. It sometimes occurs that parents are compelled to keep their children out of school a few days, and the rule which expels a child for such a reason is arbitrary and unjust, and Judge Higbee says, “is also unlawful.” But it should be remembered that it has been twice held by Supreme Courts, that such rule is not arbitrary, unjust, or unlawful.

A case was recently decided in the Supreme Court of New York, Justice Pratt, giving the opinion of the Court. The facts show that the plaintiff was a son, pupil of the Union Free School of Riverhead, L. I., not to decline when ordered to do so by his teacher. For this refusal the pupil was expelled. and Justice Pratt took the ground that the parent, knowing the temperance and capacity of the child, had the undoubted right to prescribe what he should and what he should not study, so long as he did not interfere with the statutory list. Hence, when the principal, with the approval of the Board of Education, expelled the pupil, he exceeded his authority. A school has the right to require a child who is guilty of misconduct and insubordination to leave the school, and if the scholar refuse to do so upon being requested, a third person will, upon the request of the teacher, be justified, as the servant and agent of the teacher, in using the necessary force for removing him.

Sec. 3.—Remedy for Wrongful Expulsion.

The privilege of attending a public school is a legal right, and may be enforced by mandamus. A mandamus is a writ issuing out of a court, directed to any natural person, corporation, or inferior court of justice with jurisdiction, requiring him to do some particular thing, specified in the writ, and which appertains to their duty or office. A mandamus to compel the admission of a scholar to the school is a writ directed to the trustees, or other proper authority, requiring them to admit such scholar to all the privileges of the school. If obedience to the writ should be refused, the parties disobeying would lie in contempt of the court, and could be so punished.

What action the parent or scholar has for wrongful expulsion from a public school is not easily determined. In Massachusetts the statute provides that a child unlawfully excluded from any public school shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend against the city or town by which such school is supported. It has been held that a parent of a child expelled from a public school cannot maintain an action against the school committee by whose orders it was done, on the ground that the child and not the parent is the party injured.
ed by the wrongful expulsion, and the suit must be brought in the name of the child. 1

But in Ohio it has been held that the father of a child entitled to the benefits of the public schools of the sub-district of his residence may maintain an action against the teacher of the school and the local directors of the sub-district for damages for wrongfully expelling the child from the school. 2

It will be seen that there are two essential questions to be decided, first, whether the child or parent should bring the action, and second, against whom the action should be brought. So far as the first question depends upon common law principles of pleading and practice we are inclined to the opinion that the action should be brought in the name of the child, for the reason stated before, that the child is generally injured by the wrongful expulsion. The courts are enabled to see for injury to the child, only when such injury results in the loss of service to the father, though the principle has been extended so far as to enable the father, when the child is too young to render any service in the loss of service of the child.

The father is entitled to sue for injury to the child, only when such injury results in the action should be brought. Whether the child or parent should bring the action, and second, the action should be brought.

The courts in the case of Speer v. Cummings deny that any action whatever will lie, for wrongful expulsion from public school, and say: "But, it is asked, what is the remedy of parents and guardians, whose children we re-fuse the benefits of schools designed for the instruction of all? We think, if a child of proper age and qualifications is rejected by the master, the proper course for the parent is an appeal to the committee. If, on their requisition, the master should refuse to accept the pupil, they would have ample means to enforce their authority, by means of their contract with the master. If they shall approve and confirm the act of the master, we are to believe that there is good and sufficient cause for the rejection of the pupil. The law will not presume that the committee who are invested with the power of superintendence and management will act arbitrarily in a matter submitted to their judgment. If, after all, there should be found practicably any danger of an encroachment upon private rights, in the master in which the whole community have so deep an interest, it is for the legislature to provide more ample and specific security against such danger."

With this opinion we cannot concur, the weight of authority being that a child of proper age and qualifications is rejected by the master, the proper course for the parent is an appeal to the committee. If, on their requisition, the master should refuse to accept the pupil, they would have ample means to enforce their authority, by means of their contract with the master. If they shall approve and confirm the act of the master, we are to believe that there is good and sufficient cause for the rejection of the pupil. The law will not presume that the committee who are invested with the power of superintendence and management will act arbitrarily in a matter submitted to their judgment. If, after all, there should be found practicably any danger of an encroachment upon private rights, in the master in which the whole community have so deep an interest, it is for the legislature to provide more ample and specific security against such danger. 2

We believe the courts are not bound to decide that their decision in such cases is of a political character, and will not be controlled by the local school board. But it is a right which may be defeated by certain conditions, yet if these conditions do not exist, it remains a vested right, and there is no good reason for holding that a cause of action does not exist for injuries arising from its wanton violation.

Against whom should the action be brought? Here the authorities do not come to our aid, but there is no doubt that where the right of expulsion rests solely with the teacher (as it seldom does), the action should be brought against him. But where the teacher is under the control of a committee, the committee should first be requested to admit the scholar, and then if they refuse to do so, in an action would generally lie against them. It is probably safe to say, that whatever committee or officer has the full control of the matter, and can admit or expel for good reasons, without the consent of any other power, that committee or officer should be made a defendant, especially after having been requested to admit the pupil, and refused so to do. In some states, as in Massachusetts, the matter is regulated by statute.

1. Donahue vs. Richards, 2 Mass. 376; Sherman vs. Charleston, 8 Cush. 141; Stephen vs. Hall, 51 Barb. 205.
2. Roe vs. Deming, 6 Ohio State 666.

MAXIMS FOR TEACHERS.

By E. M. ALLEN.

1. Arrange some general exercises for occasional practice; such as spelling on sides, writing from dictation, familiar lectures, solution of practical problems, etc.

2. Appoint some of the more advanced pupils to lecture to the class or school upon the more difficult points in the various branches.

3. Require the pupils to take notes of such lectures, and question them afterwards upon the same.

4. Revise daily the lessons of the preceding day.

5. Revise as much as possible by "topic," and without the use of leading questions.

6. Give questions not found in the text-books used, to be worked out and brought before the class at the next exercise.

7. Assign short lessons and give as much time as possible to illustrations of principles.

8. Sometimes review promiscuously, hurrying from one "topic" to another, without regard to the logical connection.


10. Advance only when the ground passed over has been thoroughly canvassed.

STUDIES IN CONNECTION.

1. Combine reading with spelling.

2. Combine mental with written arithmetic.

3. Combine grammar with composition.

4. Combine geography with elementary astronomy.

5. Combine natural philosophy with physiology, as it relates to the laws of health and life.

6. Depend upon repetition and practice to insure success.

7. Teach principles before rules, and things before names.

8. Teach the logical connection of every subject studied.

METHODS OF TEACHING ARITHMETIC.

1. Remember that the ideas of number are among the first and easiest of apprehension. Therefore commence early, and while learning to read, drill in connecting simple combinations of numbers.

2. When ready to take up the subject regularly by the text-books, let mental arithmetic come first in order.

3. Teach the combination of numbers in all forms before passing to the solution of questions.

4. When this is accomplished, take up mental and written arithmetic in connection.

5. Recite mental arithmetic without the use of the book, and have the pupils reproduce every question solved.

6. Let the analysis of the questions be methodical, and reason logical without holding the pupils invariably to a prescribed form.

7. Teach both mental and written arithmetic upon the same principle, namely, analysis.

8. Sometimes analyze first, and then give and teach the rule, and again the rule first, and finally, analyze.

9. Give much practice upon the slate and blackboard, using many practical questions not found in the text-books used.

10. Give clear analysis yourself of difficult points, and require the pupils to reproduce them as if they were yours.—New York School Journal.

A SPECIMEN.

The following is an exact copy of the rules and regulations for the guidance of teachers, recently adopted by one of the school boards of a township:

All Teachers are required to be in their respective school rooms and commence school by nine o'clock promptly and in full time.

No profane language will be allowed in or about the School room.

Whispering in school is forbidden small children allowed no privileges.

The Teachers are required not to allow the scholars to do any thing that will expose or endanger their health.

Schoolmester are not allowed to scuffle or pull at Desks or commit any ruff or rude plays in the school room.

Teachers are required not to allow any of the school property to be disfigured or abused in any manner inside or out.

Teachers are not allowed to punish pupils with corporal punishment.

If a teacher should suspect that any scholar who persists in disobeying the above rules shall, when mild means fail be complained of to their parents by a written notice from the Teacher and for the third offence be sent home from school and for the fourth offence be expelled till they acknowledge his fault and promises to obey the rules.

Passed by the Board of Directors Feb. 3, 1877.

J. W. Borden, Secretary.

—Boston Superintendents cost the city $24,000 annually, a luxury which no other city affords, and here only at the expense of the teachers. The reduction of teachers' salaries on the ground of economy would have been more palatable, had not the city put the money thus saved into another pocket. The teachers have, on an average, a month's wages invested in the work of supervision, and it is quite natural that they should be interested in its maintenance and quality. As experts in such matters, we would be quite willing to leave the question "Supervisors or no supervisors?!?" with them, for decision.—New England Journal of Education.
PROFESSIONAL FACETIES.
A petty schoolmistress in Malden, Mass., kept a boy fifteen minutes after school as a punishment, and when the time was up he asked her if she couldn't make him stay.

"The birds are now upon the wing."

The teacher read; the pupil heard.

"Oh no," said he, "it seems to me the wings are now upon the card."

—Louisville Courier-Journal: A school girl who spells "pencile," and who puts two "i's" in oil, which she has begun to study German. The public schools will eventually rid us of our own troublesome language.

—Teacher with reading class: Boy (reading) "As she sailed down the river.

Teacher: "Why are ships called the "V"

Boy (precariously alive to the responsibility of his sex) "Because they need men to manage them."

—Secretary Connecticut Board of Education. Reprinted from the Educational Weekly.

Johnny?" When I was in school yesterday, I whistled before I thought, and got licked for it. I tell you I had as much as I could do with its pencil. ended fourteen inches.

C. L. White, "Ancient Lives in Response to."

—A drawing master in Edinburgh, who had been worrying a pupil with contemplative remarks about his deficiency of skill in the use of the pencil, ended by saying: "If you were to draw me, for example, tell me what part you would draw first?" The pupil with a significant meaning in his eye looked up in his master's face, and quietly said, "Your neck, sir."

PAMPHLETS RECEIVED.

Near-Scientists in Schools: its Causes, Prevalence, and Preventatives. By B. G. Northrop, Secretary Connecticut Board of Education. Reprinted from the State Board of Education.


Circulars and Questions for the Competitive Examination held under the direction of the Illinois State Teachers' Association, in the years 1877 and 1878. S. H. White, Chairman of Committee.

The Natural Method. Introduction to the Teaching of Ancient Languages. By L. Sauvage, Ph. D., LL. D. Also the first chapter of Talks with Caesar & Bello Gallico. By the same author. New York: Henry Holt & Co. Also La Methode Naturelle. La Premiere Lecon, and the announcement of the Summer Schools of Languages at Iowa Colleges. (1878-79.)


PUBLISHERS' DEPARTMENT.

BOOKS AND JOURNALS AVAILABLE.

Back numbers of the Educational Weekly will be furnished for ten cents each unit until exhausted.

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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 and date of the paper.

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Copies should be received by Saturday noon, previous to the date of issue.

Each advertising page of the Educational Weekly contains three columns, each column ten inches, and one inch fourteen lines.

No advertisement will be inserted for less than one dollar, Address all communications to:

VAIL & WINCHEL, 35 Clark St., Chicago.

TO ADVERTISERS.—The Weekly furnishes an advertisement of the great majority of teachers and school boards in the West by a single advertisement. The Weekly is found in the hands of nearly every graded school principal and superintendent in the Northwestern States, and quite generally throughout the whole country. There is no other weekly journal of education published west of New York city, and none of any kind in the states of Michigan, Illinois, Minnesota, Nebraska, and several others. In each of the Western States it circulates in advance. It is the official organ of the teachers, and sells very, very, very, long contracts, and an invitation is respectfully extended by the publishers of the Weekly to all advertising medium. Estimates furnished on application to the publishers.

TO SUPERINTENDENTS, TEACHERS, AND OTHER INSTITUTORS.—We wish to announce that we have published in this Educational Weekly a part of the paper. The information contained in it will be of most valuable to be found in the paper. They represent the business of the leading book publishers and others with whom all teachers and schools must have more or less trade. They should be read every week and when you want to avail yourselves of any of their offers, write directly to the advertisers and mention the advertisement which you saw in the Weekly. An advertisement usually contains the advertiser's best offer, and if it is not specifically mentioned in your letter, you may not be able to get the best terms. Besides, you favor all parties concerned when you answer advertisers in that way.

Do not western teachers want a western journal of education? Do not the best teachers—those aiming for promotion and higher standing in the profession—want a weekly journal? Is not the Educational Weekly just what is needed by the great army of live teachers in the Western States? If not, may it not be made so? Ought not the West to have a live, well conducted, and independent educational weekly? If these questions are answered in the affirmative, then it is the duty of every teacher and superintendent to join hands with the publishers of the Weekly and make it the journal which shall meet the above requirements. Its publishers have opened the way. It is now completing its third volume. It was founded and it now lives in response to a demand for such a journal. If it is not all that is desired, let its friends lend their assistance in bringing it to the desired state; for it has a fair circulation, but it ought to have a much larger one. This can be secured not alone by the efforts of its publishers. Thousands of others are interested in the paper, and can materially advance its interests, without expense to themselves, by speaking in its behalf, writing for the columns, and forwarding names of subscribers. Every good paper must have a constituency, and this constituency must work for it. Now is the time to take hold. The next six months ought to double its present subscription list. This is no exaggeration. Such an end can be realized, and it ought to be. What say our readers?

—We see, by his card, that Mr. Abram Brown, for six years the general agent of Clark & Maynard, has transferred his services to the house of D. Appleton & Co. We must say that Anderson & history have lost in the hour of their sorest need a man hangs, but the new reading books have secured as their representative in northern Illinois one of the most genially efficient agents with whom it is our good fortune to be acquainted.

—County superintendents, institute conductors, and agents will please send us word as good secular as they want special copies of the Weekly. We are publishing a large edition on purpose for the institutes each week, and shall continue to do so.

—We wish institute conductors and superintendents to send us notes from their institutes every week. Any number of copies desired will be sent to the institute.

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