The Educational Weekly.

The Educational Weekly.

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CHICAGO, THURSDAY, JULY 25, 1878.

Editorial.

TO INSTITUTE ATTENDANTS.

Be prompt. It is of the greatest importance to yourself. And further, you have no right to come into the recitation-room tardily, to the annoyance of the instructor and your class-mates. The institutes are rare, the value of which could not be greatly increased if all would be prompt.

2. Do not be a mere hanger-on. Be a worker. At every institute there are some who do not care, or who will not condescend, to join the ranks outright, and yet who desire the credit, but rarely the profit, of attending the institute. Sometimes they sit on a side bench; sometimes, with a little more assurance, they venture to take a chair on the platform, or where visitor usually sit. They manage to smile at the proper time, to look wise, and probably are wise, in "entertaining a willful stillness." They might be called "gentlemen in waiting," only they are not all gentlemen; or may be, "visiting statesmen." They are there to see how things are done; but they must not be called upon to do anything. Oh, no. Not they. They prefer to listen. Sometimes they are old teachers who are falling to the rear, as they are conscious, and yet who have not the good sense to step boldly into the ranks and keep abreast by emulation and effort. Sometimes they are young high school or college graduates, who scorn to allow their "higher education" to suffer the reproach of being on a level and in fellowship with common country teachers. Neither class is worthy of much respect, and yet we commend them to the tender graces of instructors and pupils.

If we could reach them we would like to say to such persons: Drop your false dignity and mock wisdom. Take the position of a worker in the institute. If you are really superior, stand up and show it. Scorn the strategy which saves your credit at the expense of your candor. Go to work with a will and become what you would like to be thought, a wide-awake teacher.

3. Have a note-book with you. Jot down all the things that strike you during the day as new, or of possible value in the school-room. Do not take time to write these down in full as they arise. You might lose other things of importance. Just take down a word or two, which will recall to you in the evening the substance of what you wish to record. If you postpone it longer the thought will fade away so entirely that you may be unable to recall it. You will find your notes valuable to you in the school-room, not so much for the things they contain complete and ready for use, as for their hints.

4. Do not talk or take liberties during recitation. A very little inattention or disorder will greatly interfere with the comfort and success of an earnest instructor.

5. Ask questions. Do not let anything go that you fail to understand after giving it reasonable thought. But ask for real information, and for the good of the institute, and not to show off your "smartness" or the supposed blunders of your teacher. There are institutes which practically are failures; in which the power of the instructors is entirely neutralized or destroyed, just because of the number of objections which are raised and of the hypercritical, self-asserting, caviling spirit which prevails among the teachers. They catch at all the little points possible and are not impressed in the least with a good discussion of an important matter. Such persons ought not to attend an institute. It is not designed for a debating society, and no good instructor wants to be looked upon as a champion debater, always on the defensive, always in fear of an attack. Under such circumstances he cannot half work, to say nothing of the time he actually loses by interruption and discussion. This is no plea for a blundering, incompetent instructor. He is not to be shielded for a moment. Follow him closely. Bring him to a strict account if you can. But do it in a proper spirit, and at a proper time. Be just as sharp as you please; but don't try to be "smart." Don't! If you think you detect an error, seek an explanation or discussion privately, or at the hour assigned for queries or miscellaneous business. But in the hours of instruction, give not only attention but your sympathy and cooperation.

6. Do not be backward in answering questions, or in doing or trying to do what is asked of you. Do not let your dignity prevent you from going to the blackboard and doing the best you can if called upon. Remember your institute should be a model school, and to have it so, you must be model pupils; in promptness, attention, obedience, and in spirit.

7. Go determined to subscribe, before you leave, for some educational journal. This you ought to do even on the low selfish ground that it will be a good business investment. From your journal you get items of professional news and interest which enable you to be more intelligent, and to seem so, not only to your fellow teachers, but also to members of the Board of Education, and to the community generally. This helps you greatly in get-
Ting a position as a teacher and in holding it. But on the higher ground of profit and assistance to yourself as a teacher you ought to do it. The Weekly would as lief employ a carpenter who had no grind stone, as a teacher who takes no educational paper. The carpenter might get along by working constantly with dull tools, or occasionally getting the use of a neighbor's grindstone. So a teacher doubtless can get along some how or other without any professional paper. But she is no credit to the profession, nor to herself. (The feminine pronoun is used because it represents the majority; not because the masculine has any right to exemption.) Hard times and low wages are not adequate excuse. It is only a question of three dollars a year at the utmost. We are not speaking in the interest of any particular paper, but in the interest of good education, when we say that no teacher in this day is worthy of the name who does not take some educational paper.

The fates ordered that the summer meeting of the Wisconsin Teachers' Association should be held this year (if never before) during the two most scorching days of the "heated term." Although the intense heat of Tuesday kept a few of the prudent ones at their homes, yet about three hundred teachers (not excluding the book agents and other interested persons), ventured forth to try the virtues of the renowned Lake Geneva as a summer resort, very naturally supposing that the attractions of the place and those of the Association could be so combined as to round out the days with perfect pleasure, and considerable profit. The excursion on the lake, and the "cool breeze from Manitoba" on the second day, did contribute very much to the relief of all from the burden of heat which rested upon the land. The two hotels, both indifferently "kept," were filled to their utmost capacity, and the hospitality of many citizens was taxed to furnish entertainment. The incompleteness of the railroad arrangements caused some uneasiness until near the close of the session, when all felt grateful to Pres. Parker, of River Falls Normal School, for his efficient services in procuring reduced rates. The meeting was a success, as those of the Wisconsin Teachers' Association generally are. The addresses and most of the papers were of great value, and will be published, in accordance with a special vote of the Association. Several teachers and others were present from Illinois. The Expository Department was well furnished, and the papers exhibited showed that the schools were proficient in their work. The schools represented were the Oshkosh Normal School, the public schools of Milwaukee, La Crosse, Janesville, Beloit, and Necedah. A few of the county superintendents also had work on exhibition. The exhibit of the Twelfth District School of Milwaukee was quite interesting, especially the kindergarten work connected with it. Provision was made for a more general exhibit at the next meeting. It was suggested that the next session be held at Manito-woc, which suggestion the Weekly heartily second.

TEACHERS' ASSOCIATION AT THE SOUTH.

Some time since the Weekly took occasion to express its approval of the proposed Southern Educational Association which is to meet for organization at Chattanooga. August 6, 7, and 8.

It is a matter of surprise that a single word of opposition should be heard from any quarter. It is a movement which ought to be heartily endorsed and aided by every teacher and educational journal in the land.

The Weekly will look with the greatest interest to the attendance at this meeting and the spirit of its deliberations as one of the best indexes of the new life in the South. What is wanted there more than all things else is a movement within and among the teachers and people themselves for the improvement of education. There is no exception to the maxim, The Lord helps those who help themselves; and the Weekly bids God-speed to every educational association in the land, especially to those in the Southern States. There is no danger of there being too many of these meetings. A live organization of teachers in every county and township in the South would be the most powerful agency for her rehabilitation. Talk about sectionalism! There is no sectionalism in education. If you would do away with metes and bounds—educate. If you would educate, develop an esprit de corps in the teaching force. To arouse this animating spirit, there is nothing equal to the contagion of sympathy, and the stimulus of contact and organization.

Let the Southern Educational Association be started with an impetus that shall make it a power in the land. Let it meet at different places, drawing upon the hospitality of the people and educating them into a warmer sympathy with education and educational men.

May there be no hindrance in the way of these conventions! Let there be as many as the teachers will sustain; and let them be as live and progressive and profitable as the best educational talent can make them!

THE SOLAR ECLIPSE.

The eclipse of the sun on Monday, July 29, will be visible from every part of North America, if the clouds permit. It will be total along a narrow belt of country about 116 miles wide extending from Behring's Straits S. E., passing east of Salt Lake City and a little west of Denver, reaching the Gulf of Mexico between Galveston and New Orleans. At Chicago the eclipse will begin at 3h. 42m. 22 sec. P. M., and end 5h. 41m. P. M. About three-fourths of the sun's disk will be obscured at points situated 900 miles to the north-east of the center of the path of total eclipse, which points will include all the Northwestern States.

Scientific observations will be made at several points in the zone of totality, chiefly in Wyoming, Colorado, and Texas, and especially where the central line crosses the Pacific R. R., and the Denver & Rio Grande R. R. The main points of interest in this eclipse, and to one or another of which different observers will devote special attention by arrangement, are these:—

1. The instants of contact. As an indication of the present uncertainty in calculation, and at the same time of its wonderful accuracy, it is stated as a fact, that the point where a straight line through the center of the sun and moon will strike the earth's surface at a given instant can be located to within about six miles.

2. The shape and extent of the corona and protuberances. It seems to be the common opinion that this corona—a magnificent circular halo of light apparently surrounding the moon, and which is visible only during the moments when not a ray of light from the sun can be seen—is a manifestation and an evidence of a solar atmosphere. However, but very little in regard to its cause is agreed upon as yet by astronomers, and hence special study will be made of the next point.

3. The chemical and physical character of the corona. Does it contain oxygen? Dr. Draper, the eminent scientist of New
York, affirms that it does. Norman Lockyer, the great English astronomer, expresses grave doubts as to Dr. Draper’s discovery. It it expected that observations by the spectroscopic, polariscopic, and tasimeter, next Monday, will lend aid in settling this as well as other disputed points. Dr. Draper himself takes position near Rawlins in Wyoming Territory.

4. Intra-Mercurial planets. The existence of one or more planetary bodies having orbits within that of Mercury has long been a question among astronomers. It is well known that Mercury himself is seldom seen, because he is so near to the sun that it is only once in a while that he can be caught out of the full blaze of the sunlight; and as Vulcan, the proposed name of the planet yet to be discovered, is still nearer, he could not be expected to appear except when the interposition of the moon permits us to see the stars and planets that are nearly in a line from the earth toward the sun.

Congress has appropriated $8,000 to cover the expenses of the five observing parties sent out by the Naval Observatory at Washington. Among the distinguished observers, Maria Mitchell, of Vassar, will be near Denver, and Norman Lockyer, Dr. Schuster, and Prof. Thorpe, of England, will be in the same locality. The Chicago Astronomical Society will be represented at or near Denver by Prof. G. W. Hough, S. W. Burnham, and Prof. E. C. L. Of. It is understood that Prof. Easterday, of Carthage, and Prof. Kellogg, of Evanston, will be with the Chicago party.

No other total solar eclipse, visible in America, will occur this century. Prepare your smoked glass—or your blue glass, if you are a victim to that mania—and help the boys and girls to understand a phenomenon which has probably been the cause of more superstition and terror in the world than any other natural event.

AN EXTRAORDINARY CAREER.

Few events in the history of England have warmed her people into such a universal glow of enthusiasm and excitement, as the diplomatic triumph, as it is called, of Earl Beaconsfield, and his return to London last week. The account of his reception is very similar to Macaulay’s description of the joyous welcome accorded to the restored Stuart, Charles II., in 1660. The journey of each from Dover to London was one prolonged ovation; the whole route being thronged with applauding people, flags and banners flying everywhere, and much of the way literally covered with roses. It was not a party demonstration. It was national.

In the case of Earl Beaconsfield, this, his last and greatest success, will prove to be, in all probability, the crowning achievement of a life already extended some way beyond the allotted threescore and ten, and the climax of a career, in many respects the most remarkable in modern history.

Benjamin Disraeli (pronounced dis-ral’-lee) is now nearly seventy-three years of age. He inherited fine literary taste and ability, and received a desultory but extensive education from his father, Isaac Disraeli, the author of The Curiosities of Literature, etc., and who was the most complete man of books of whom English literature can boast. He was offered a most rare and desirable partnership as a lawyer, but finding the professional duties uncongenial, he decided to give himself to literary pursuits. From the first he had a strong tendency to politics, as is shown by every one of his works, and he soon became the most prominent member of the half-literary, half-political party known as Young England. At the age of twenty his first novel, Vivien Grey, appeared, and made him at once a favorite in wide circles of English society. His last novel, Lothair, was published in 1872, we believe. Between these two is a long list of works, fictitious, metaphysical, and political, of considerable variety, and of marked power. In former days his ideas of his importance were entirely out of keeping with his position and influence in society. The most marked trait in his early character and novels was the prominence he gave to his own personality. Under the shadow of some of his characters, there is an ever-present expression of himself and his sentiments, of his future as he dared to announce it, but as nobody else ever presumed to hope for him. There is hardly another case in all history of a man destined in his own opinion for greatness, who has dared so to expose himself to the gauntlet of ridicule and contempt by allowing the public to know his own private opinion of himself and his power. In spite of this self-conceit—no other term seems adequate—his success as an author has been astonishing. It is probable that in the aggregate more copies of his works have been sold than of any modern English writer, excepting Sir Walter Scott and Charles Dickens.

In politics his success has been no less astonishing. Where else is there an instance of such large conceit being steadily transformed, as it were, into reality? The man’s audacity has dazzled the world quite as much as his genius.

With the popularity which his first books brought him, he sought an election to Parliament. It was in one of these canvases that he spoke of Daniel O’Connell, the great Irish agitator and orator, as a “bloody traitor,” which brought from O’Connell the scathing retort:—“For aught I know, the present Disraeli is the true heir-at-law of the impudent thief who died on the cross.” Because of this or the quarrel that grew out of it, Disraeli challenged O’Connell’s son, but the challenge was not accepted. After several shiftings of his party connections, and suffering four or five defeats, his true English pluck brought him success in 1837, and at the age of thirty-two he entered the House of Commons of the first Parliament of the reign of Queen Victoria. But still the feeling toward him was in striking contrast with what it is to-day. In his maiden speech he was compelled to desist by the couchs, and hisses, and marks of extreme contempt, with which he was greeted.

In one of the most prominent English Reviews an article was published in 1836 in review of one Mr. Disraeli’s works. In the light of his subsequent career, the language and tone of the review is interesting. We quote a few sentences:

“We never take up a work of Mr. Disraeli’s without a strong feeling of regret and indignation at the deplorable influence which education and society have had in rendering very considerable natural powers utterly worthless. Gifted with a wild and fine imagination, much comic power, and some vigorous conceptions of human passions, he might, by culture and assiduity, have rendered himself a really striking and effective writer. * * * * In the corrupting reciprocity of literary adulteration, he has been taught to fancy that his genius commands the respect of mankind because it is extolled by a circle of friends. That a young man of such a character and possessed of some peculiar means should have been anxious to display his fancied genius on the noble stage of politics, or should have conceived himself fit for ruling the destinies of a great nation, is nowise strange. We find from his earliest works that his mind has been floating in his mind some sort of fantastic intrigue by which he is to direct the energies and ultimately assume the head of some great party, or some powerful cabal of stupid but ambitious nobles. * * * * His restless spirit of intrigue would render him an admirable agent of any plot which could be conducted without secrecy, sagacity, discrimination, tact, or steadiness.”

It closes with the following sentence:

“That the tories [the antecedent of the present conservative party and which Earl Beaconsfield leads] can successfully resist the advancing power of democracy—or that they will direct its progress and share its triumph—are fancies that none but such a dreamer of dreams as Disraeli the younger can mistake for realities.
GERMAN SCHOOLS.

From Charles Waldstein in "Nineteenth Century."

From his earliest years the German school-boy is over-worked at the gymnasiurns and lyceums, and his work increases as he advances, until he is about to enter the university. Besides being in school from eight in winter and seven in summer until three or four in the afternoon, he is so busily occupied in preparing his lessons that the writer has known boys of the unter seconia (the fourth from the highest class) at work till twelve at night, with but very little time for recreation.

In German schools great attention is given to the education of the intellect, but the forming of the character is sorely neglected. Nay, it is not only neglected, but much is done positively to spoil the character. How frequent are the offenses against the pupil's self-respect! Words like "Du Esel," "Du Idiot," are not at all infrequent. Nor, again, is there the "wholesome equality" between master and pupil. Entire submission, as well in thought as in action, is exacted. Hence springs a habit of dissimulation, trickery, or tale-telling, while in the master's presence, ridicule and bravado behind his back.

The idea of "gentleman," which has worked so well with the little boys in American public schools, is totally unknown. Much has been said as to German schools, and they have constantly been held up to the eyes of the world as models; but though this high opinion is no doubt justified in the department of learning, yet we cannot hold it as regards the formation of character. In this respect the system of American public schools is certainly better.

THE EDUCATION OF LABOR.

An Address Delivered Before the American Institute of Instruction, July 12, 1878, by Prest. E. E. White, Purdue University, Lafayette, Ind.

Aristocracy has always opposed the education of labor. This opposition may vary in form, but its aim is always the same. Each of the three great aristocracies has its own pet dogma on the subject.

The aristocracy of Caste asserts that the great mass of mankind are born to serve, and, since the less intelligent the servant the more docile the service, it declares that education unites the children of toil for their lot in life.

The aristocracy of Capital asserts that intelligence increases the price of labor, and hence it opposes popular education as a tax on capital. The more intelligent a man is, the greater are his wants, and the higher must be his wages, in order to meet his increased necessities. Ignorant labor has few wants to supply, and hence is content with low wages.

The aristocracy of Culture asserts that the great mass of mankind are born dullards, and all attempts to educate them are futile. The few on whom God has bestowed the gift of brains are commissioned to do the world's thinking, and they thus monopolize the right to education. This is the doctrine of the hero-worshiper, Carlyle, and it is asserted more or less clearly by many devotees of culture, who have lost all sympathy for the people.

These three aristocracies unite in opposing all efforts to uplift the laborer by the power of education. Schooling, they assert, spoils children for labor; it makes them discontented with their

And yet this "dreamer of dreams" has assumed "ultimately the head of some great party," and by a "fantastic intrigue," as some are pleased to call it, he has enabled that great party "to share in the triumph of democracy." "To-day his genius commands the respect of mankind," and he stands the most honored and—judging from his language and appearance—the most happy representative of conservatism in all Europe.

When he was clamored down in his first speech in 1837, he closed with these words: "I have begun, several times, many things [laughter] and I have succeeded at last. [Fresh cries of question.] Ay, sir, though I sit down now, the time will come when you will hear me."

Whether or not this was the audacious prophecy of an angry spirit, its fulfillment has been marvelous. He was soon a rising member, and in less than ten years he was the recognized leader of the conservative party in the House of Commons, and admitted as the most powerful debater, and the greatest master in the kingdom of keen, polished satire. We cannot follow his course. It is sufficient to say, he has been three times detractors and calumniators; that his name shall stand as high and judging from his language and appearance—the most happy representative of conservatism in all Europe.

While the importance of his work will not permit him to be considered as the most powerful debater, and the greatest master in the world as the representative of any great truth. He has never stood before the kingdom of keen, polished satire. We cannot follow his course. It is sufficient to say, he has been three times detractors and calumniators; that his name shall stand as high and judging from his language and appearance—the most happy representative of conservatism in all Europe.

And now Le overshadow all by securing, as his party would have us believe, one of the greatest diplomatic triumphs of the century.

What history may do for this great man, it is not safe to prophesy. In the past he has grandly put to the blush all his detractors and calumniators; that his name shall stand as high in the future is hardly probable. He has never stood before the world as the representative of any great truth. He has never been the champion of a cause which mankind calls noble. While the importance of his work will not permit him to be classed as a mere politician, still his aims have not been broad enough or exalted enough to make him a statesman. Although he has often fought in the minority, it has never been for any grand principle; but his views have ever been limited by the success of his-party, and the aggrandizement of himself. His sympathies are entirely insular. He represents the egotistical, the selfish, and the least noble trait in English character. He seems to have lived and fought for himself, and his own prophesies might be fulfilled and his own opinions of himself verified. To-day he is adroitly feeding a flame of national pride.

This hurrah is too boyish, too little, to be a matter of such great delight to a truly noble Briton.

In our next we shall look a little into what Russia has gained, and describe briefly the position of affairs and provinces as left by the treaty of Berlin.

The teacher is the head and the heart of the school, and he can be neither completely without being both measurably. We should put none but the best men and women in charge of the children, and so in charge of the state, and of the future. We should say with pride of a man, "He is bright enough and good enough to be a teacher." —Prest. John Bascom.
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lot; fills them with vain ambitions; makes them idle, etc., etc. These assertions are now more frequently aimed at higher education, and especially at the high schools; but they were once urged, with as great earnestness, against the elementary schools of the people. Reading and writing have received many a blow as the dreaded enemy of Capital and Caste.

The present condition or the country gives these dogmas a fresh interest, and the air is filled with their assertion in some form or degree. The late rapid multiplication of the industries of the country opened numerous positions demanding intelligence more than muscle. The opportunity thus offered to obtain higher wages, if not to find a short road to competency, has resulted in a growing disinclination to obtain a living by hard work. The present check to the prosperity of the country makes this condition of affairs painfully evident, and aristocracy improves the opportunity to make another assault upon popular education.

It is too common a trick of logic to connect two contemporaneous phenomena as cause and effect. The moon is thus made responsible for many results in agriculture, and the party that happens to be in power is always held responsible for "hard times." It is possible that the schools are not doing enough in the way of inculcating a respect for labor, and a disrespect for idleness, and they may not be sufficiently effective in correcting other evils which afflict humanity, but this admission by no means makes the schools responsible for these evils.

Many causes have contributed to the present disrespect for labor, and especially for what is termed menial service. The first of these is the influence of slavery, which once permeated the entire country with degrading views of labor. It will take a hundred years to recover from the influence of the slave code with its "mud-sill" theory of labor.

Another cause is immigration, which has filled nearly every department of common labor with ignorant and cheap workmen, crowding out intelligence or subjecting it to unpleasant social conditions. It was once a common thing for the sons and daughters of persons in good circumstances "to go out to service," and they were treated as the equals socially of other young people, and this is now true in American communities where the social condition of the laborer has not been degraded by the introduction of ignorant and cheap labor. When domestic service in New England was subjected to social degradation, the American girl turned to the mills and the factories for employment, and when ignorant foreign labor took possession of these she turned to the store, the telegraph office, the schoolroom, and other occupations demanding intelligence and granting some social recognition. What the American girl has done her brother has done. What each has sought is not so much an escape from work as protection from social ostracism. When the broom or the spade is socially tainted, the intelligent American youth will drop it. The only remedy is the removal of the social taint of the broom and the spade by elevating the character of those who use them. Workmen as a class, not their tools, determine the dignity of their employment. Intelligence and moral worth ennoble all labor.

A third cause is the rapid development of the country, opening a multitude of employments and bidding for bright and intelligent youth to fill them, thus causing a rush, so to speak, from the farms into the towns and cities, which have sprung up on every hand as if by magic. How many different employments have thus been created, and what a multitude of desirable positions have thus been opened to American youth! Is it any wonder that the intelligent and ambitious have been attracted to them? Doubtless many a good farmer or mechanic has been spoiled to make a poor lawyer or an unsuccessful merchant; but on the contrary, all the professions and all the departments of trade have been enriched and vitalized by contributions of brain power and character from the farm and the shop. The tide is now setting the other way, and the farm and the shop are bidding for intelligence and skill. It remains, however, too true that our cities and towns are still filled with people looking for positions in which a living may be earned by one's wits rather than by his muscles.

A fourth cause is the influence of our free institutions. The political and social ideas which are the common inheritance of Americans have done much to incite the ambitious and inspiring to seek those employments which more directly lead to public life and official position. This has unquestionably done much to crowd the profession of law with briefless attorneys who are devoting themselves to politics. The doctrine of civil equality involves so largely the idea of social equality, that menial service is made unattractive. The appeals often made, not only to the young, but also to the "sovereign citizen," tends to foster vain aspirations and to belittle industrious pursuits.

Much of the idleness which disgraces and degrades our industrial life is due to inborn laziness. A disinclination to work is no new thing under the sun. It is as old as human nature, and there is no evidence that it is peculiar to the educated and intelligent. On the contrary, the lower the condition of a people the less the inclination to work. In savage tribes the work is done by those who are compelled to toil either by hunger or external force. In half civilized nations the work is chiefly done by the women who, in all material respects, are slaves. In all conditions of civilization man does not work except from interest or necessity. So long as human nature remains what it is, there will always be persons who prefer to get a living by their wits rather than by hard work.

These and other causes which might be named are certainly sufficient to account for the unsatisfactory condition of American industry, without charging it to the schools. Schooling may spoil some people, but many more are spoiled for the want of it. It is ignorance, not intelligence, that is degrading American labor and crippling American industry.

Over against the three dogmas of aristocracy, thus stated, permit me to put a few propositions which are abundantly sustained by experience.

1. Education promotes industry and lessons idleness. It awakens and multiplies desires, and thus incites effort to secure the means of their gratification. The Indian builds his rude wigwam, and fashions his bow and arrow and tomahawk, and with these his wealth and industry cease. Ignorance everywhere clothes itself in rags and lives in hovels, but when man's nature is opened by education his desires clamor at the gateway of every nerve and sense for gratification. The awakened soul has wants as well as the body. Education thus touches both factors in the great law of wealth. It creates demands, and also incites effort for their gratification. Enter the homes of educated labor in this land and take an inventory of the articles found therein which are not necessary to mere physical existence, but minister to taste and sentiment, and then contrast the result with what is found in the hovels of ignorance. You will thus obtain some idea of the industrial power of intelligence. The elevation of
a people increases their demands for the various products of human industry, and, at the same time, this elevation intensifies human effort and multiplies the forms of industry. Wealth is the child of education.

2. Education makes labor more skillful and more productive. This proposition is based on a wide comparison of intelligent and ignorant labor, and is sustained by such a multitude of observations that it is no longer questioned by any one familiar with the facts. In 1842, Horace Mann, then secretary of the Board of Education of Massachusetts, opened a correspondence with business men, to ascertain the comparative productive value of educated and uneducated labor. The men addressed included manufacturers of all kinds, machinists, engineers, railroad contractors, officers in the army, etc.—men who had the means of determining the productiveness of labor by observing hundreds of persons working side by side, using the same tools and machinery and the same material, and making the same fabrics. In many instances the productiveness of each operative could be weighed by the pound or measured by the yard. The investigation disclosed an astonishing superiority in productive power of the educated laborer, as compared with the uneducated. Processes were performed not only more rapidly, but better, when education furnished its assistance. "The hand," wrote Mr. Mann, "is found to be another hand when guided by an intelligent mind." Processes are performed not only more rapidly, but better, when faculties which have been exercised in early life, furnish their assistance. In great establishments and among large bodies of laborers, where men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other, there it is found to be an almost invariable rule that the educated laborer rises to a higher and higher point in the kinds of labor performed, and also in the wages received, while the ignorant sink like dregs and are always found at the bottom."

Some twenty years later the National Bureau of Education widened Mr. Mann's inquiries, addressing business men in all parts of the country, and with a similar result. The same lesson has been taught and enforced by the world's expositions. In all of these great comparisons of national skill, the superiority of educated labor has been attested in a most striking manner, and the nations are appealing to education for success in the industrial markets of the world. The day of mere muscle has passed and the day of brains has dawned. Every form of industry now demands the ingenious brain and the cunning fingers of educated labor.

3. Education improves the condition of the laborer. Mr. Mann's investigation showed that individuals "who, without the aid of education, would have been condemned to perpetual inferiority of condition and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education." What is true of individuals is true of the laboring people as a class. Nowhere do an educated people cover their nakedness with rags. They demand comforts and amenities, and the miserable hovel is changed to the neat cottage. It is true that an educated workman demands higher wages than an ignorant one, but his work is worth more. If he demands higher wages, he creates more value. Capital is not so-sighted when it looks upon the workman as a mere machine. A machine may be set to the task of running another machine, but the result has never been satisfactory. But whatever the selfishness of capital may demand, the highest interests of the laborer are served by education. The workman is more than a machine. He is a human being, and his rights as such are as sacred and as inviolable as those inherited by the more favorite child of fortune. The artisan may be a hewer of wood, but if his life answers its highest purpose, he must also be a hewer of wrong. The laborer may be the head and guide of a family, a member of society, and a citizen of the state, and out of these relations flow duties of the highest importance. To prepare man to meet the higher obligations of manhood is the highest function of education.

 Permit me in this connection to allude to what is called the "over-education" of labor. This is the latest phase of the opposition of aristocracy to popular education. It is now willing to concede that a very little learning is not a dangerous thing for the laborer, but Capital, Caste, and Culture are just now greatly concerned lest the common people be spoiled by too much education. They see great danger in the attempt to put facilities for acquiring a higher education within easy reach of the people. The free high school is assailed as the common enemy of both capital and labor. I have only time to say that this opposition to the high school rests on the same basis as the former opposition to the common school. A high school education now no more unfitts a boy for manual labor than an elementary education did when comparatively few received it. When the great body of laboring men were unschooled, the few who learned to read and write were thus fitted to fill positions demanding intelligence more than muscle, and they were in a sense educated out of their former condition. When all workmen, as in Germany, receive an elementary education, those whose education is carried to a higher point are best fitted for positions demanding intelligence. The menial labor in every community will, as a rule, be performed by those who are the least qualified; all other positions. When only a few are educated, it will be performed by the unschooled; when all are educated, it will fall to the lot of those who are the least educated. It is impossible to carry the education of the people so high a point that the great majority will not still represent the less educated. An education that would fit a person for what is called a higher position in an unschooled community might only fit him for the lowest grade of work in an educated community. Aristocracy may disdain a taste respecting the future of labor. An educated people have the art of working both with their hands and with their brains, and they may be trusted to take care of themselves. It will be found that, as a rule, education never unfitts a boy for manual labor if it does not fit him for something else. The higher the education of a people the greater is their enterprise and thrift.

 Notes.

—Mr. George S. Appleton, of the firm of D. Appleton & Co., died July 8, aged 57. He was the son of Daniel Appleton, the founder of the house. In projecting new enterprises and in briskly pushing forward those already undertaken, George S. Appleton was the most active member of the firm. He directed the general business of printing and binding new books. He was a man of liberal culture, uniform dignity, positive habits, and sterling character. His loss will be felt among both scholars and business men. Mr. Appleton was a member of the Century Club, of which his brothers were among the founders, and it is noted as a coincidence that he should be the publisher of Mr.
W. C. Bryant, the President of the club, who was the first member to die after the completion of the roll. Mr. Appleton was also the President of a photo-lithographic publishing company. Too close application to business was undoubtedly one cause of his fatal disease of cerebro-meningitis, which attacked him more than a month before his death.

—Professor S. H. Carpenter is the author of a little book which presents a new system of diagrams for tabulating the analysis of English sentences. The system is based upon the principles of syntax instead of etymology, assuming that the student is familiar with the ordinary principles of English grammar; and yet the definitions of the various parts of speech are given with examples. The general subject of syntax is presented with abundant examples for practice in making the diagrams. Published by W. J. Park & Co., Madison, Wis. Price in boards, 25 cents.

—Charles Scribner's Sons have a fine list of new books for the summer. Among them are *The Witchery of Archery*, by Maurice Thompson; a new series of the *Saxe Holm Stories*, *How to Camp out*, *Shooting, Boating, and Fishing*, and *Keat's Love Letters*.

—*The Archivo di Pedagogia* (Palermo, Italy) thus speaks of a work well known among the educational men of this country—Payne's "School Supervision."

“This book, though written for American schools, recommends itself to all who are in charge of educational institutions—to school inspectors, to presidents, etc., of every civilized nation, who will find in it directions which are safe and practical. * * * The author, moreover, does not fail, when the subject demands it, to base his conclusions on the principles of science. For otherwise, as may be seen from chapter first, where he treats of the nature and value of supervision; the third, in which is discussed the relative efficiency of men and women in the work of instruction; the eighth, where with so much good sense, he treats of examinations; as well as these paragraphs in which he sets forth the importance and the use of textbooks (31, 49, 62). We have only words of praise for the book of Professor Payne; and we wish for Italy that among those who are placed in charge of her educational affairs, there may be many who, like him, seriously believe that "every man is a debtor to his profession."

**REVIEWS.**

*Josiah Allen's Wife as a P. A. and P. I.* Samantha at the Centennial. Designed as a bright and shining light to pierce the fogs of error and injustice that surround society and Josiah, and to bring more clearly to view the path that leads straight on to virtue and happiness. By the author of "My Opinion and Betsey Bobbet's." (Hartford, Conn.: American Publishing Company, 1878.)—This book was written by a woman. It is fully illustrated, though cheaply. The comical side of things is made most prominent, and laughter is inevitable on every page. The author is not an artist, but she is possessed of a good deal of wit and wisdom. The book is a cheerful satire from beginning to end, and unless a man has a clear conscience he will be just as happy if he never reads it. If he wants to be told in the most innocent and inoffensive way the particulars in which women (some of them) think they do not have their "rights," then he will enjoy reading this book. It is just the thing for a careless hour, and though properly belonging to the cheaper class of entertaining literature, might by a little pruning and polishing, be made worthy of a place among works of a higher standard.

*The Elements of Chemistry.* By Sidney A. Norton, A. M., M. D., Professor in the Ohio Agricultural and Mechanical College, (Cincinnati and New York: Van Antwerp, Bragg & Co., 12mo, cloth, 300 pp. Introduction price, 90 cts.)—Professor Norton is the author of "Elements of Physics" and "Natural Philosophy," both of which have been received into the best institutions east and west. Like those books, this is intended not as a manual for reference, but as a text-book. The subject of Chemistry is a difficult one to present in a text-book, as there is so much of importance to a full understanding of the subject that does not seem to be of any practical value to the student, but in this book the author has endeavored to select such chemical phenomena as represent the cardinal principles of the science, giving preference to those which are easily reproduced by the student, and which "enter into the affairs of common life." To this end the apparatus recommended is fully illustrated, and the student or teacher is strongly urged to provide himself with an apparatus of some kind for the performance of all experiments. In nomenclature the author has used "those names which have become a part of our language with as little change as possible, and the newer names for those substances which concern chemists only." In notation he has used "the formula that appeared convenient at the time." A characteristic of Professor Norton's text-books is that they state in concise yet accurate language the main facts and principles; not confusing the student with useless theories or unprofitable speculations, but presenting the soul of the subject, plainly, briefly, and as fully as its importance demands and the province of the book will allow.

*What Our Girls Ought to Know.* By Mary J. Studley, M. D. (New York: M. L. Holbrook & Co. 1878. Price $1.25.)—There are many books sent out in these days by publishers, which have been written chiefly to be read by "our girls," and it is very likely that "our girls" read as many of these new books as any other class of persons. It is to be regretted, however, that only a small portion of these books may be said to contain wholesome reading. If there could be some high office of an inquisitorial character established through which every new book for general reading published in the country should be compelled to pass, it would be a blessing to the youth of the present and future generations. The book before us would without doubt pass safely through such inquisition, but it would be one of the few. Every parent and teacher should feel grateful to the author for telling so plainly, so truthfully, and so gracefully the story of "what our girls ought to know." It is not all exhortation, nor all poetry; it teaches the science of physiology and shows the beauty of a life developed according to hygienic principles. Written by a practical physician and teacher of natural sciences, it regards physical health as second to nothing else in importance to the girl who cares to live a happy and useful life. The following sentiment of Herbert Spencer is the central thought of the book: "As vigorous health, and its accompanying high spirits, are larger elements of happiness than any other things whatever, the teaching how to maintain them is a teaching that yields to no other whatever." And yet it is going rather far for the author to say that "marriage is the ultimate end and aim of every life." That it is practically, and ought to be the aim of the majority of lives, is not to be questioned. But whether it is the ultimate aim of the truest and highest characters may well be doubted. It is a noble and a holy relation, and it seems a sacred duty to set forth plainly and clearly all the facts which bear so strongly upon the happiness not only of those now living but of generations yet to come.
The Educational Weekly.

EASTERN.

The examination for state certificates will be held at other times or places than those above mentioned. I had hoped to make different arrangements for state certificates this year, but want them to do so. Two grades of certificates, first and second, will be given at these examinations. The branches required will be the same as those required by law for first and second grade county certificates (see Section 81 and 82 of School Law) but greater thoroughness will be required.

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

CHICAGO, JULY 25, 1878.

THE STATES.

NEBRASKA.

The Board of School Normal Regents held a meeting at Madison two weeks ago, at which the following business was transacted, as published in the State Journal. After reading of minutes and reports of Committees on Finance, Teachers, Supplies, Institutes, and Claims, the election of officers followed, and resulted: President—William Starr; Vice President—J. H. Evans; Secretary—J. H. Chandler. The Proceedings of Downtown and River Falls Normal Schools were read. There was no election this session, to fill the Presidency of the Whitewater Normal School. Reports of Committees on Visitation, Study and Teachers were read and approved, together with the report of the Executive Committee. The Committee on Teachers reported the following changes: Prof. M. T. Park, of Oskosh Normal School, from the directorship of practice department to position of teacher of English language and methods. Miss Fannie C. Timmerman, entitled principal of practice department at Oskosh school; Miss Mary L. Allen, transferred from the primary department of Whitewater to the same department at River Falls school; L. W. Briggs, of Manhattan, appointed director of practice department at Oskosh school; Prof. L. C. Wooster, of Creely, Col., appointed Professor of Natural Sciences at Whitewater; Miss Mary A. Farrand, of Ann Arbor, Mich., appointed teacher of English language and methods at the Whitewater; Miss Anna A. Clark, teacher of primary department at Whitewater. The Resignations of Misses Thomas, Lawrence, and Osborne, of River Falls, were accepted. The salaries of Profs. A. J. Volland, of Plattville, and W. S. Johnson, of Whitewater, and Mrs. Knapp and Miss Delaney, of Whitewater, were raised various amounts.

The regular Institutes are made public, but they may be briefly stated to those required by law for first and second grade county certificates (see Sections 81 and 82 of School Law), but greater thoroughness will be required. Educational inquiry will be made as to the candidate's knowledge of the art of teaching, and his acquaintance with the literature of his profession. Persons totally unacquainted in literature of the enlargement of the school system, for the benefit of students, and the time which will be devoted to the pursuit of professional improvement, must have taught at least one year—not less than six months of actual teaching, of the correct ability and success and must present evidence of this at the examination. In answer to many inquiries, it may be said that candidates will be expected to be master of some subjects, and acquainted with all in which they are to be examined. The state certificate is intended as a distinction for those who have qualified themselves for work, and proved their ability to do it.

The Annual meeting of the Wisconsin Academy of Science, Arts, and Letters, took place this year at Milwaukee College, July 22-24.

ILLINOIS.

The Institute at Wenas, directed by J. A. Holmes, is large and very pleasant.

Prin. D. H. Pingree, of Chenoa, was married last week to Miss Emma Weikel, of the same place.

Supt. Ewer is making a hearty tour of the institutes, attempting to reach five or six each week.

H. L. Boltwood takes charge of the recently voted Township High School at Ottawa. A new building is to be erected immediately for the use of the school.

A very interesting and complete report of the exercises of commencement week at Knox College was published in the Galesburg Republican-

WASHINGTON.

The Educational Weekly.
It closes as follows: "No Commencement for years has been so well attended as the one which closed to-day; the Opera House being literally packed. The utmost order prevailed throughout, and although the excitement of the occasion was subject of a short but pithy and suggestive essay read by Prof. Wheeler, of Ottawa. Tuesday evening, John A. Anderson, President of the State Agricultural College, lectured upon that prolific and favorite subject, "Kansas," showing its past, present and future, and then asked for a vote of confidence in the State Normal Institution.

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Practical Hints and Exercises.

CRITICISM OF W. H. P.'S ANALYSIS, EDUCATIONAL WEEKLY OF JUNE 20, PAGE 303.

No. 1. "This lake is said to be one hundred feet deep." This lake to be one hundred feet deep is subject, and is said is predicate. For, what is it said? Ans. The lake to be one hundred feet deep. Hence this, as a whole, is the subject, because it is that of which the affirmation is made. This subject term is an infinitive clause (see No. 59, p. 140, Educational Weekly) of which this lake is subject and to be one hundred feet deep is pred. To be deep is the base of this predicate, of which to be is the copula, and deep is the complement. Deep is modified by one hundred feet, an adverbial element.

2. "I know it to be he." (i. e., him). Is subj., and remainder is pred., of which knows is base, and modified by it to be him, an infinitive clause, of which it is the subject and to be him is the complement. To be he is copula and him is the complement.

3. Same analysis as No. 2.

4. "I know... be he." is an infinitive clause.

5. W. H. P.'s analysis correct. He should have said, however, that For us to be here is an infinitive clause of which us is the subject and to be here is the predicate. For is merely an expulsive.

6. "He was not even invited to be present." If he is subj., and remainder is the pred. Was invited is the base of the predicate, and modified by not and by even, both adverbial elements. Was invited is also modified by to be present, an objective element. To be present is clearly an objective element. In the sentence, "Asked him to come" we have two objects, him, the indirect object, and to come the direct. "He was asked to come." Here one of the objects has become subject and the other remains as object.

So "invited him to be present." Here are two objects,—him indirect, and to be present, direct. Passive form, "He was invited to be present." Here one object has become subject, the other, viz., to be present, still remains as object.

7. W. H. P.'s analysis substantially correct. Note, however, that to be a virtue is the object of cares which is here a transitive verb, as in such cases as "He ceased speaking (i. e., stopped speaking), "Cease your noise," etc.

THE FOLLOWING QUESTIONS ARE FROM "PRINCIPLES OF EDUCATION". PREPARED BY J. L. PICKARD.

1. Explain the rule for algebraic subtraction. Prove that any quantity whose expression is zero is eq. to zero.

2. How do complete and incomplete equations differ? Write an equation of each class. Illustrate and explain the method of completing the square.

3. A line of given length (a) is bisected and produced; find the length of the produced part so that the rectangles contained by half the line and the line made up of the half and the produced part may be equal to the square on the half of the original part.

4. A man rows a boat with the tide 8 miles in 48 minutes, and returns against a tide two-fifths as strong in 80 minutes: what is the rate of the stronger tide?

5. A and B, starting from different places, travel toward each other. On meeting, A has traveled 30 miles more than B. If it would take A 4 days to travel B's distance, and B 9 days to travel A's distance, how far has each traveled?

6. Find the values of x, when x plus the square root of x, divided by x minus the square root of x, equals the square of x minus x, divided by 4.

7. Gold is 191/2 times as heavy as water, and 10 times as heavy. A mixed mass weighs 4160 ounces and displaces 250 ounces of water. How much of the mass is gold and how much is silver?

8. Find the values of x, when x minus one equals two, plus two divided by the square root of x.

9. The product of two numbers is 25, and the sum of their fourth powers is 2657; find the numbers.

10. A set out from Cincinnati to Toledo at the same time that B started from Toledo to Cincinnati. A reached Toledo 25 hours, and B reached Cincinnati 36 hours after they met on the road; in what time did each perform the journey?

11. Prove that the sum of the interior angles of a polygon is equal to twice the number of sides minus the number of sides.

12. Define a square equivalent to a given pentagon.

13. Prove that the sums of the opposite sides of a quadrilateral circumscribing a circle are equal.

14. What is the value of one of the exterior angles of a hexagon? Show why.

15. Three equal circles touch each other externally, and thus incline one acre of ground; what is the diameter in rods of each of these circles?

16. 1. State the difference between equivalent and equal figures.

2. Prove that the sum of the interior angles of a polygon is equal to twice as many right angles as the polygon has sides, less four right angles.

3. Prove the right-angled triangle and complete squares on its sides. Prove that certain diagonals of the two small squares are parallel.

4. Determine the approximate numerical value of the area of a circle, when the radius is unity.

5. Construct a square equivalent to a given pentagon.

6. Prove that the sums of the opposite sides of a quadrilateral circumscribing a circle are equal.

7. What is the value of one of the interior angles of a hexagon? Show why.

8. Three equal circles touch each other externally, and thus incline one acre of ground; what is the diameter in rods of each of these circles?

9. If stock bought at 15 per cent premium pays 7 per cent on the investment, what would it pay if bought at 10 per cent discount?

10. I wish to line the carpet of a floor, whose area is 3456 square yards, and whose length is to breadth as 28 to 33, with muslin 7/8 of a yard wide. How many square yards of muslin must I buy if it will shrink 4 per cent in length and 5 per cent in breadth?

11. A sylphon marked tea at 90 cents a pound; if he could fall 15 per cent from marked price and yet gain 10 per cent on cost, what was the whole weight of the tea?

12. The face value of bonds due 2 years hence and bearing interest at 6 per cent per annum, how much can I afford to pay for the bonds?

13. A cube of silver whose diagonal was 4 inches, was evenly plated with gold; if two cubic inches of gold were used, how thick was the gold plating?

14. The dirt from a cellar whose length was to its breadth as 5 to 3, whose breadth was equal to its depth, and whose diagonal was 30 feet, was thrown...
1. Name some English writers who lived before the time of Chaucer. Upon what works does Chaucer's fame rest? What was the condition of prose literature during the time of Chaucer?

2. Name a comedy, an allegory, an opera, a farce, an elegy, an epic poem, a ballad, and a lyric poem.

3. Give an account of the metamorphoses of the butterfly, the frog, and the silk worm.

4. What is meant by Systematic Botany? What general principles govern the classification of plants?

5. Give the general formulae for falling bodies. A stone is dropped from a tower; how can the height of the tower be determined if the stone is heard to strike the ground, at the base of the tower, in a given time?

6. Define center of gravity and specific gravity. How may the center of gravity of a triangle be found? A cone, whose specific gravity is 1.25, floats on water with its vertex downward; how much of the air is under water? Reverse the position of the cone and what will be the result?

7. Name and define the properties of light. How was the velocity of light determined by Roemer? How does the intensity of light vary as we approach a luminous body or recede from it?

8. An object is placed between two mirrors which make with each other an angle of 90 degrees; how many images of the object will be seen? How must the mirrors be placed in order to make the object appear as twelve?

9. Name some of the means by which the mechanical power of steam is estimated. Describe the most important parts of a steam-engine.

10. How is an electrical battery constructed? State the two principal theories of electricity.

[The following named applicants passed: Frank G. Lee, Point Marblehead, Ottawa county; C. W. Butler, Plymouth, Richland county; C. E. McVey, Mt. Healthy, Hamilton county; S. F. De Ford, Ottawa, Putnam county; Margaret Morris, Wyoming, Hamilton county; Lucy B. Tingley, Cincinnati, Hamilton county.]

A YOUNG SCHOOL-MA'AM'S SOLILOQUY.

Dell Grab, Milwaukee, Wis.

What joys attend the teacher's life! His labors, O how blest!
When far removed from sounds of strife
His peaceful days are passed.

Far from the menacing crowd apart,
To studies at his ease
He best to touch the childish heart,
To 'lighten and to please.

But since on earth no perfect bliss
To human lot is given,
Some clouds, that he would gladly miss,
Obscure his earthly heaven.

How sweet the love of pure young hearts,
The twining arms, the kisses,
From sweet young faces (smears with tarts,
Which childhood never misses.)

The twining arms, the kisses,
From sweet young faces (smears with tarts,
Which childhood never misses.)

But tarts and children both are prone
To break down pride, to learn restraint
To keep your temper cool
Don't pattern after any saint,
But—teach a primary school.

RECIPIATION.

(For a little fellow.)
You thought I couldn't make a speech,
I'm such a little tot!
I'll show you whether I can do
A thing or two, or not.
I will not fear to fight the Wrong,
Or stand up for the Right.
So as I've nothing else to say,
I bid you all Good Night!

ANOTHER RECITATION—THE LOST LAMB.

(For the smallest boy in the school, or better still, for a little boy too young to attend school.)

The chairman should request complete silence, as a very small boy is about to recite. Expectation being stirred, let some one hold the little declaimer up to say: Ba-a!
The Educational Weekly.

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