Editorial.

The High School Question, by Supt. W. W. Ross, in the last issue of the WEEKLY, deserves more than passing attention. It is surprising that the so-called facts and statistics relating to high schools have been announced so loudly and so long without provoking a more decided challenge. The perversity or stupidity which first published them, and the negligence or indifference which has heretofore accepted them, it may be depended upon, will be slow to understand the error or to help in removing the impression that has been made upon the public. Mr. Ross effectually spiles the one most telling gun in this contest.

We quote from the report of the national Commissioner of Education where the extract from the Ohio School Report for '75-'76, is most blindly copied without even a word of criticism, thus lending to this misstatement the sanction of the Board of Education.

"Of the 700,000 pupils enrolled in the public schools of the state, 24,000, or about 3.5 per cent, are enrolled in the high schools and not more than one-half of those enrolled in the public schools complete the high school studies. Of the 23,000 public school teachers, employed at a cost of $5,000,000, 700, or about 3 per cent, are employed in high schools, and receive $500,000, or 10 per cent of the entire sum. Of the 13,000 school-houses, 110, or about 1 per cent, are distinctly high schools and are worth $5,000,000, or about 15 per cent of the whole value of public school property in the state. In other words, 15 per cent of the value of all the school property, and to per cent of the money paid to teachers, are expended to provide high school instruction for 3½ per cent of all public school pupils, or 2 per cent of all the youth of school age in the state.

"To those who have given the subject of education careful consideration, the question has arisen, are the results derived from high schools of sufficient worth to the public to justify the support of these schools at public expense?"

Does the value of the high school to the general public, in its influence upon lower schools, in its development of the pupils attending, in the practical training it gives to its members—remembering that much the greater number of those who attend and graduate from the high school are girls, and that after all, its practical, self-reliant men and women the public school should develop—does the worth of the high schools in this view, justify the expenditure for them of 3½ per cent of the public school funds, when but 3½ per cent of all the pupils enrolled ever enter them, and but 2½ per cent ever graduate from them?

These numbers, or numbers indicating the same ratios, could probably be given for every state in the Union, and this is the argument in substance that has furnished the sinews of war to the opposition, both east and west.

The point of it is that about fifteen per cent of school money is so applied that only three and one half per cent of school children are benefited by it; whereas fifteen per cent of expenditure ought to benefit fifteen per cent of the pupils.

To this last proposition no friend of popular education can make objection, unless it is based upon a supposed peculiar and superior value in high school education, from which the state receives advantage more than from other common-school education. While there is ample room here for debate, this question does not enter into the present discussion.

As each school district is, for school purposes, a unit in itself, and independent of all other districts, it is entirely unjust "to estimate the high school enrollment and graduations in per cents on the basis of the state enrollment." Two thirds, and in some states probably more than two-thirds, of the pupils reported as enrolled belong to ungraded country schools, whereas the high schools are confined to towns and cities. Levies for school purposes are always local; and where the state distributes anything it is distributed to each district in proportion to the local number of children enumerated. From these facts it is evident that the fair question to ask is not, What proportion of all the children of the state receives the benefits of high school expenditure? but, What proportion of the children in the districts where high schools are maintained actually receives the benefit of the money spent for high school buildings and high school teachers? This question has been answered by several superintendents, each for his own city; and we regret that we cannot lay our hand upon one of the reports containing the desired statement. It is evident from the nature of the case that high school education costs more per pupil per year than lower-grade education. But the WEEKLY ventures the opinion that a school district cannot be found in which in an ordinary year 1½ per cent of its appropriation was spent for the benefit of 3½ per cent of its school children.

Another common error often assented to by teachers, and stated in the above extract, is that only a very small per cent of the pupils who enter the lower grades ever reach the high school, while not more than one-half of that per cent of them ever graduate. Mr. Ross fully exposes this fallacy, and declares from statistics in his possession that of any particular set of pupils who enter the primary school, from 30 to 40 per cent enter the high school, and that 15 and 25 per cent actually graduate; ratios which are surely as high as can reasonably be expected, taking into consideration the exigencies of health, business, and society. The WEEKLY hopes that every one of its readers will prepare himself to fire a heavy shot at these errors whenever opportunity offers. Mischief has been done already. Let us help to correct it as thoroughly as possible.
REVISE YOUR MAP OF EUROPE.

BISMARCK's after-dinner speech to the high-disposing or clamoring powers of Europe is said to have been, "Gentlemen, there is really no more Turkey." Whatever Beaconsfield may say about "New Turkey" and retaining "the Sultan as a part of the European system," it is well to accept Bismarck's reputed after-dinner speech as substantially true, at least for the present.

At the beginning of the Turko-Russian war in April, 1877, Turkey in Europe, including Roumania, Servia, and Montenegro, which were all tributaries, extended over a territory of 157,000 square miles. The three tributary states above named were to some extent self-governing before the war. They are now made entirely independent; thus diminishing the former Turkish empire by 64,660 square miles. Bulgaria, extending from the Danube to the Balkans, and from Servia to the Black Sea, instead of being divided up into little provinces, each being ruled according to the cruel caprices of an irresponsible pasha, has now its government entirely in its own hands. Although under obligations to pay a nominal tribute to the Sultan, it will have a Christian prince, elected by its own people, and a government organized by its own nobles, at Tarnova, its old capital: Until the election takes place, in less than a year from now, its government will be administered by a Russian Commission. Area of Bulgaria about 39,000 square miles; population, 2,500,000.

Eastern Roumelia, extending from the Balkans to the Aegean, taking in Adrianople, is made a province with a Christian governor, but is under the authority of the Sultan. Roumelia gives up Bessarabia to Russia, and gains the Dobrudja, and also the territory south of it to a line drawn from Silistria on the Danube, to Mangalia on the Black Sea. Montenegro gains about 500 square miles and a seaport (Antivari). Bosnia and Herzegovina, with an area of about 23,000 square miles, are to be occupied and administered by Austria. The Congress advised Turkey to relinquish to Greece about 2,000 square miles of the most insurrectionary part of Thessaly. If the advice is not followed the matter is to be referred to the Great Powers for further consideration. Thus the empire of Turkey is diminished to the amount of 138,000 square miles in Europe. The Danube is made a free river. All the fortifications on its banks are to be destroyed, and no vessels of war will be allowed to navigate its waters, except between the mouths and Galatz, where the Russians last year crossed into the Dobrudja.

In Asia the Russians hold the territory taking in Batoum, Kars, Ardahan and as far west as Olti. All the rest of Asiatic Turkey, over 600,000 square miles, is placed virtually under the administrative control of England, although she has no power to execute or administer laws directly. The island of Cyprus is transferred to England.

Religious liberty is guaranteed in the states made independent and in all the remaining provinces of Turkey. It remains to be seen with what grace and sincerity the intolerant Mohammedan will accept the Christian as his civil and religious equal.

And now who is the victor? When England asked Russia as to her object in the war, the Czar declared that Russia appealed to the sword to rescue the suffering Christians from Turkish tyranny. That has been accomplished so far as it is possible in the nature of things. By recovering Bessarabia which was taken from her in 1856, Russia again extends her frontier to the Danube. She has made that river free, has destroyed all the fortresses in Bulgaria, and no more are to be built there. Thus, in the future, she can cross Bulgaria to the Balkans, with as much ease as she crossed Roumania a year ago. By English interpretation, the Turks are allowed to fortify the Balkan passes; but Russia has destroyed Varna, at the eastern and strongest end of the range, and she holds Sophia so that she has a free road into Roumelia from the west, and can render worthless the Turkish defenses in the mountains. She demanded that Servia and Montenegro should have an extension of frontier and independence for aiding her, and the demand is recognized in the treaty. In Asiatic Turkey she demanded Batoum, with its splendid harbor and strong fortress which she could not take, also Kars and Ardahan, and they are a part of Russia now. She demanded an indemnity of $800,000,000, and that indemnity was not even a subject of discussion in the Congress. The time of payment is postponed until she sees fit to collect it; and it will be contrary to the past history of Russia if every farthing of it is not exacted. As a counterpoise to her concession that the Turks may fortify the Balkan Mountains, she has kept all Roumelia open to the possibilities of her interference hereafter by stipulating that it shall be policed by native militia, the majority of whom are Slavs, of the Greek faith, and consequently Russian allies. If Russia has failed in fully accomplishing her object, where is the nation that has ever succeeded in a war? That England has gained prestige by her part in the treaty is undoubtedly true. But that she is a great gainer in a substantial way, the most thoughtful and far-seeing cannot discover. Supposing that it is possible for her to increase the amount of her commerce in Asia Minor considerably beyond its present amount, it will be done at a great increase in the expense of her civil service. In the discharge of the grave responsibility which she has so hastily assumed as protector of the provinces, there will be another heavy expense in the Foreign Office. England has not got foot-hold upon another India, abounding in wealth, and it will take more than the unscrupulous hardihood of a Clive or a Hastings to convert it into a rich possession.

England has become the immediate rival of Russia, and has placed herself where it will be surprising if her ordinary cupidity and lust of power does not soon provoke the hostility of jealous neighbors. Russia and Gortschakoff are evidently disappointed at England's secret treaty with Turkey, and it will not be forgotten. It was a piece of sharp practice and will not be found to pay better than such work does generally. It was a little game that has made England dizzy for the time being. But the dizziness will pass off; and then it will appear that while England's part in the treaty has been the smart one, Russia's has been the admirable one.

As the above was crowded out of its place last week, the arrival of English papers enables us to report the sentiment of the British press in regard to the Anglo-Turkish treaty. Not a single leading paper shares in the enthusiasm of the hour. Even the Times is moderate, defending the treaty as a necessity; not as a good in itself; while the majority of the papers, especially of the weeklies, whose judgments are more deliberate, are very decided in their expressions of condemnation.

Although the Spectator is very severe, a few sentences from it will indicate the sentiments of nearly all the leading papers of Great Britain, although it is evident that Parliament by a considerable majority will endorse the action of Disraeli and his Cabinet.

[From the London Spectator, July 13.]

* * * "Merely to be ready to fulfill her duty, England, if sincere in her formal guarantee, must be prepared to maintain at least 30,000 extra.
The Educational Weekly.

WISCONSIN TEACHERS' ASSOCIATION.

B. M. REYNOLDS, La Crosse, Wis.

It is now eleven years since we first attended a meeting of the Wisconsin Teachers' Association. That was in 1857, in the city of La Crosse. The meeting was honored with the presence of the chief magistrate of the state, as were several succeeding meetings. He is the only one of our governors who has favored our meetings with his presence, e. The teachers, especially ladies, meet this expense at

The educational weekly contains Secretary Northrop's essays on Nearsightedness in Schools, Industrial Schools, and Schools of Forestry, all papers of living interest.

THE RELATIONS OF THE KINDERGARTEN TO THE PUBLIC SCHOOL.*

MISS S. A. STEWART, Milwaukee, Wis.

Should the average American teacher be classified upon the basis of the Kindergarten question, three classes would include them all, with at least a tolerable degree of exhaustiveness. First. Those who do not know anything about the question and do not care anything about it.

Second. Those who know all about it, and who consider it the one main vital aim in education—who look upon it as the foundation of all intellectual growth, as the one only panacea for all the educational ills from which our system suffers, a generous class, who are ready to sacrifice time, money, themselves, in order to build up in the minds of the American people an under-

*Paper read at the Wisconsin Teachers' Association, Geneva Lake, July 18, 1879.
standing of, and a just appreciation of the great and glorious principles of Froebel,—enthusiasts, one ideal people—possessed of that faith, and courage, and enthusiasm which is necessary for pioneers in thought in any direction. Those who seek to change the settled thinking of the age, or wage war against the lifeless inertia of a dead past in the intellectual world, need to be one-ideal people, and it is refreshing, in these days of unsettled convictions, to find a class of people who absolutely believe in a principle strongly enough to battle for it, to sacrifice dollars and cents for it, to do for it, if need be.

This is a small class.

Reformers are always in the minority.

Then there is a third class, the large intermediate class, who have caught some glimmerings of the truth, from the wilderness of literature that has been put forth upon the subject. They like the name, and are pretty sure they should believe in the thing itself if they only knew what it was; but they are to-day in a hopeless maze, bewildered by the conflicting accounts given of the system by its friends and advocates.

No sooner do they get some degree of assurance that they have at last a correct view of the "inside" of the system, as luminously presented by one class of advocates, than in steps another class, with the astounding intelligence that the spirit and principles of the Great Educational Reformer, Froebel, have not been correctly represented, not intentionally misrepresented, of course, but a failure to apprehend the true idea, because of the painful limitation placed upon human understanding. While still another class remand it entirely into the region of the unknown—the indefinable—the incommunicable, save to the few, the elect, those who, through the accident of their birth-place, or by being divinely endowed with that keen insight into the spirit of things which fits them instinctively to enter into the spirit and teaching of the Great Master.

The word kindergarten, like the word objective-teaching, stands to this last class of inquirers like the letter x in an algebraic equation, for an unknown quantity, which may mean,—an immense value, or not much of anything.

DEDICATION.

To this last class of inquirers after truth, I dedicate my paper (affectionately), for two reasons, first, because in the labyrinthine subject it is necessary to have some objective point, and secondly, because my sympathies are more largely with this class.

This lack of agreement among the friends of the kindergarten may be very discouraging to an honest inquirer after truth, but it must be remembered that the same difficulty is always met, when the spiritual teachings of one great mind are to be apprehended and set forth by a number of followers, or when an abstract truth or principle is to be embodied in a concrete form; the mind grasps the physical detail, and loses sight of the spiritual aim; hence a variety of views, modified, more or less, by the individuality of the thinker, arise in regard to the same-system. Froebel is not the first or only great master whose teachings have been misunderstood or perverted by his followers.

It is evident that before showing the relation of the kindergarten to the public school system, it will be necessary to answer (or make an attempt, at least), the much asked question—"What is Kindergartening?" I shall attempt, briefly, to answer the question, by showing, first the aim which is to be accomplished, and secondly the method by which this aim is secured. I trust the difficulty of presenting so extensive a subject in so brief a period of time will be appreciated, and if I only succeed in adding darkness to an already obscure subject, it will charitably be attributed to the brevity of time.

Perhaps I can best illustrate the subject by comparing it with the primary school, and I shall take the school, as it still exists in the greater portion of the country, unmodified by the whole line of physical and objective teaching, which does obtain, be it said for our encouragement, in a great number of our schools.

The school and the kindergarten have each their alphabet; in the school it is 26 arbitrary characters, which, combined in various ways, represent ideas. In the kindergarten the alphabet is the properties of matter, as form, color, weight, dimensions, hardness, number, etc. The one is representative, the other real. The one deals with the signs and symbols of things, the other with the things themselves. If carried out purely, the one would lead to the realm of ideas and relations, the other into the activities of life—the arts and occupations.

They both look upon the child as an organism, with a mind to be developed according to fixed laws of growth, but the school appeals directly to the mind, the kindergarten, through doing, leads to thought. Starting with this alphabet of things, by combining, arranging, and recombining these elements, always working under the law of the free activity of the child, and under the higher law of order, symmetry, and proportion, it seeks to implant in the child's mind those foundation ideas which underlie all knowledge. As the artist conveys his idea, not by word alone, but by the form which he presents, so the child builds his thought into a tangible form, and while doing this under the guise of play, he is gaining possession of his own powers, and that definiteness of hand-manipulation, that keen e-pereception of form and symmetry, which will ultimately fit him for any one of the mechanical arts (though the useful is not so much an aim as the educational).

It is the aim of the various games and plays also to give him grace of movement, to exercise all the physical powers, and to cultivate in the child that social nature, which will fit him for life in society. So that when the child has completed the three years of kindergarten work, or play—from four to seven,—he will be in possession of the following ideas and powers (if the aim of the kindergarten is secured):

Form. He shall be able to recognize, and know terms for ball, cylinder, cube, oblong, triangles of various kinds, pentagon, hexagon, etc.; lines, straight, crooked, curved, slanting, perpendicular, horizontal; angles, right, acute, obtuse, ideas of position and direction.

Colors, primary and secondary.

Properties of matter. Hardness, softness, weight, elasticity, size, etc.

Number. To count and combine simple numbers. 1. Ideas of fractions, to know the relation of the whole to the part, the part to the whole, or proportion, also a great amount of miscellaneous information in regard to animals and plants, and the different departments of nature, and the activities of life, given in the form of little stories and talks, and songs in connection with the building of forms of life, beauty, or knowledge.

He will also be in possession of the following powers. To discriminate likenesses and differences between things related (Law of Connection of Contrasts); to have clear and definite ideas about his work, and to be able to put those ideas into correct language, distinctly enunciated; to be polite and courteous to his playmates, and free, respectful, and obedient to his superiors; he will be in possession of his physical powers—the high-
est for that age—with eyes to see and hands to do; the good of his nature will be developed and strengthened, and the evil, if he has any, will be repressed, under the warm and genial management of the kindergarten.

Now it must be admitted that this is a worthy aim, and that these ideas are fundamental, and must enter as the groundwork into any scheme of education, and the only mistake that has been made is in assuming that there is only one way of reaching the desired result.

The Method by which a result is to be accomplished is always more interesting, if not more important, than the thing itself.

The method set forth by Froebel, and advocated with more or less success by his followers, was embodied in a series of articles called gifts, twenty in a number in which the above ideas are developed in a simple and progressive manner; each step in the course of training is a logical sequence of the preceding one, and the various means of occupation are developed one from another, in a natural order, beginning with the simplest, and concluding with the most difficult, in all the varieties of occupations.

The first six gifts are solids, and especially adapted to building purposes, sometimes the child builds by the wise dictation of the teacher, but oftener free play is given to his own activity, whereby his inventive power is cultivated. In dictating an exercise the law of contrast is followed, which is, if an element is placed on the right hand, the same must be placed upon the left hand; if a change is made in the top right-hand corner, the same must be made in the lower left-hand corner, etc. In certain combinations, the law of succession may be followed; working under these laws the result in every case is symmetry, harmony, beauty.

To gain some idea of the endless fertility of the child's resources, to represent forms of life, etc., we have only to consider the combinations possible with the number of elements in each gift. Taking the third and fourth alone, each is susceptible of 40,320 different combinations; if we take the 5th and 6th, where the elements are respectively 39 and 36 separate pieces, the number of combinations is unthinkable; and when we still further consider that two or three gifts may be combined, to present diversity of form, we get a touching view of the brevity of life.

Some of the forms which will appear as the result of the child's building will be chairs of different kinds, tables, sofas, benches, bureaus, bookcases, houses, churches, fences, gates, wagons, carts, guns, trains of cars, indeed, all the forms that have ever appealed to the power of the child together with the numberless forms of beauty, which his fancy can suggest.

But it was no part of the philosophy of Froebel to leave the child in the concrete, a bridge must be built which would span the chasm between this and the abstract, and the first step toward this result is taken in the seventh gift, which consists of tablets of different forms. 1. Quadrangular square tablets. 2. Right angular—equal sides. 3. Equilateral. 4. Oblique angular. 5. Right angular—unequal sides. Here we have two dimensions only, the embodied plane; form and outline can be represented, but the third dimension must be supplied by the mind of the child. It is one step into the abstract. All the geometrical forms, number, and various other ideas are learned here.

The next step is taken in the next two gifts, where the material is sticks and a ring, whole end half, or length only, and lastly the point, which is presented in perforated card board, in various designs. The points connected form an image of an animal or plant, or simple beauty, which delights the child, at the same time it cultivates his concepive power. And the chasm is supposed to be bridged when the child is led to represent the form he has been creating out of physical material—by drawing, the 10th gift.

The other gifts—paper folding, weaving, and intertwining, pease-work, and modeling, but reiterate in another form, and with other material, the lessons taught in those already mentioned; more interesting and beautiful forms can be made with the last, however, because the finer harmonies of colors are introduced, and the material to work with is more delicate and pliable. This gives a finer cultivation of muscular sense, and a keener discrimination of minute differences, and hence better fits a child for those arts or occupations where great delicacy is required. We might say, if we look at it from the practical stand-point alone, that the first six gifts fit more especially for the mechanical or industrial arts, while the last, for the fine arts. The first minister more to the useful, the last to the ornamental.

It is only the most simple exercises, of these last gifts, that can be undertaken with very young children, or even with children of the latest kindergarten age; most of them have to be left for what is called the "connecting classes"; indeed, the more complex exercises of all the gifts have to be left until a later age.

[Concluded next week.]
Excellent new books are the result. Agamemnus is one of the raciest things we have lately seen. It is an almost incredible representation of early New England character and manners. Its sketches are rude, strong, graphic, and picturesque; but doubtless true to an age so different from the present.

Houghton, Osgood & Co., having united their already strong forces, are now doing an immense business. And their list is rarely invaded by a book of inferior merit. Not one of all we have examined during the past year can be called less than excellent. It is difficult to overpraise their elegant series of Artist Biographies, eight of which have already been issued, Titian, Raphael, Angelo, Rembrandt, Claude Lorraine, Murillo, Duer, and Reynolds. When completed, this will make an art library of thirty volumes, and will be valued not alone by artists and connoisseurs, but will be of general literary importance. It will comprise a history of European art, so far as that is possible, and a fund of art criticism that will be invaluable.

We have also received from the same publishers a volume of Memorial and Biographical Sketches by James Freeman Clarke. In the harvest time of life, Mr. Clark is yielding the fruits of exceptionally fine endowments and excellent culture. Many of these are characterizations of personal friends, though all eminent. That of John Albion Andrew is of especial value. Lockwood and Brooks have another handsome number of the Wayside Series, entitled Pillone. It is a translation by D. G. Hubbard from the Danish of Berghøe. Its hero is an Italian brigand, but brilliant and captivating, and somewhat dangerous we fear even when incarcerated in the usually safe pages of a book. Still another number in this series is about to be issued, the Titans, we believe its name is, by the gifted author of Nimpport, and if it equals that charming book a treat is in store for many a reader.

E. J.

Notes.

F. W. Helmick, of Cincinnati, has also recently published a new Sabbath school song book, called Golden Shore. It is edited by J. F. Kinsey, and contains little or nothing which has appeared in other publications. The pieces are such as will "wear well," and the book will undoubtedly be a popular one.

William J. Park & Co., of Madison, Wis., have published a little pamphlet prepared by C. W. Butterfield, which aims to give a system of punctuation for the use of schools. There is such wide variance in practice, and so little "system" in the practice of even those who may be called good scholars, that any effort to establish some kind of consistency and uniformity among writers should be encouraged. This pamphlet may not be said to accord fully with those authors which have usually been regarded as standard, especially in the use of the grammatical points, but it contains the outline of a course of instruction which might be made very profitable to young writers, if faithfully taught.

The Twenty-fourth Annual Report of State Superintendent of Common Schools of the State of Maine is a volume of less than the usual bulk, perhaps because of the tendency to economize in state matters, particularly where the question of public education is involved. The following statements selected from different parts of the report show Supt. Corbell's estimate of the condition and needs of education in that state: "A careful inspection shows these [high] schools to be in a fair condition. . . . During the year 1877, one hundred and fifty-one towns and cities maintained such schools one or more terms. . . . The high schools have improved the quality of the work in common schools." "The normal schools have been fairly successful during the year . . . The work should be more largely professional, and less academic . . . The diploma should be made by law a certificate, good for any school in the state. . . . Whenever the state shall insist that all persons before taking upon themselves the charge of pupils, shall have received some sufficient special preparation for the work, then the state will receive a fuller return for school expenditures." "In very many towns there is no attempt to have a public examination at a time announced. The candidates come when they please. . . . The committee cannot afford the time necessary to examine each candidate separately. So the examination becomes a farce. In a majority of the towns of the state, no question touching methods of teaching, school organization, or discipline, is asked." "As a recapitulation of the pressing needs of the schools of the state, I enumerate: More trained teachers; an additional normal school; normal teachers' institutes; examination of teachers by a county board; more constant supervision by the committees; the consolidation of the small districts."

If the house of D. Appleton & Co. continues at its rate for the past few months to enlist veteran agents in its service, the other houses will all soon have to beat up for new recruits, and hand them over to the drill sergeant for training.

The last accession to the Appleton corps is our old friend, Amos Stevens, probably as widely and intimately known to teachers as any agent in the country. For five years he has been one of the representatives of the house of Sheldon & Co., in the West. May his past success attend him in the future! He is to work from New York, having his headquarters with the house. He began duty Aug. 1.

Prof. Edwin J. Houston, Professor of Physical Geography and Natural Philosophy in the Central High School of Philadelphia, is the author of a little book of 123 pages published by Messrs. Claxton, Remsen, and Haeflinger, Philadelphia, called The Outlines of Natural Philosophy. It is designed for young children, and is written in simple language. Professor Houston's textbook on Physical Geography is one of the handsomest and most attractively written text-books to be found, and the same plain yet finished style makes this little volume of unusual interest to beginners in the study of science. There is a logical sequence, and a systematic development of the successive lessons, which make the book a safe one to study. It will not be found necessary for the child to unlearn anything here taught, and all subsequent study will be found the more easy and profitable by reason of such correct teaching at the earliest stages. The book is well illustrated, and will surely find a place in those schools where the elements of natural philosophy are taught to young children.

BREAD NOT WELL BAKED.

Our criticism of the Indiana School Journal three weeks ago had a much more salutary effect than we dared to anticipate; and the WEEKLY takes to itself not a little credit for the fact that the August number of the Journal was in the hands of its readers by the second of the month—an unusual thing—and that its "news" is up to date, while it is to be congratulated upon the excellence of its contributed matter. We fully share in the sentiment of one of the Journal's friends, that "it could well afford to pay us $50, for the benefit it has derived from our gentle shaking up."
We cannot but admire the sublime nonchalance with which it pretends to excuse its remissness by bluntly confessing its fault. However, if it will continue the promptness of its current number, its activity shall have nothing but words of commendation from us.

But the Weekly would feel a double compensation for its hardihood, and likewise not a small increase in its surprise and pride, if it could now prevail upon the Indiana Journal to be as thorough in correcting its logic as it has been prompt in mending its tardiness.

After quoting from a somewhat famous editorial in the Ohio Educational Monthly for May, to the effect that a teacher who is too poor to subscribe for a school journal is too poor to teach, the School Journal calls for patronage after this fashion:

"What journal should a teacher take? The one that will do him the most good. If his own state journal is a good one he should take that. It is always ungrateful to 'cut' a tried and true friend for the sake of a new acquaintance."

To make clear the Journal's logic let us put it in syllogistic form:—

Major premise.—A teacher should take the journal that will do him the most good.

Minor premise.—It is always ungrateful to 'cut' a tried friend for the sake of a new acquaintance.

Conclusion.—Therefore a teacher should take his own state journal.

If the Weekly should attempt to pronounce the technical terms which logicians apply to this species of fallacy, it might be accused of calling hard names. It will forbear, with the strong conviction that even the Journal will admit the non-sequitur.

Now, Mr. Journal, there are two ways of correcting your logic. In the first place, instead of the second premise say this:—His own state journal will do him more good than any other journal published.

This is a proposition the Weekly will refrain from discussing until it is announced.

Or, in the second place, erase your major premise, the only valid and sensible part of your argument, and base your pathetic appeal actually, as you do by implication, thus: When a state journal begins to depreciate in its value, or when, in fair competition, rivals equal or superior to it enter its territory, then teachers of that state should ignore the sound business principle, take the journal that will do you the most good, and feel it their duty to sustain their old journal upon its appeal to their gratitude and friendship, although by this very appeal it confesses its own weakness.

Nor upon this does the Weekly feel called upon to enlarge at present.

But the Weekly owes it to itself to declare right here that it makes no attack upon monthly journals as a class. They have a right to live. Some of them are doing noble service; and among the best ones that come to our table we class our Hoosier contemporary. But it is the Weekly's purpose to live also; notwithstanding the School Journal's insinuation, fathered so plainly by its wish. There is work enough for us all to do, and the Weekly will take care to waste no more ammunition upon its competitors than self-preservation demands. Fair competition and fair criticism do not imply enmity by any means. But if monthly journals are to have the credit which is claimed for them, of presenting items so much more full and authentic than can be done by a central journal appearing once a week, the Weekly desires that they shall deserve the credit before they get it. And when they appeal for patronage with arguments that are not sound, the Weekly will endeavor to set them right. As we have reason to expect that Indiana will offer no more "stale bread," we shall indulge the hope that hereafter it will see that its loaves are better baked than the one we refer to.

REVIEW.

**Elementary Arithmetic on the Unitary System.** Intended as an Introductory Text-book to Hamblin Smith's Arithmetic. By Thomas Kirkland, M. A., Science Master, Normal School, Toronto, and William Scott, B. A., Head Master of the Model School for Ontario. (Toronto: Adam Miller & Co. New York: E. Steiger, 1878, Price 25 cents.) The "Unitary System," a term applied to that "method of solving arithmetical problems independently of rules by reasoning out each step of the solution from some previous one, until by a series of deductions, the result sought it obtained," is a very prominent feature of this excellent little book. It abounds in practical problems and oral exercises, both admirable features. In addition to the numerous problems in regular course, there are occasionally review exercises, called examination papers. Canadian money is treated next after Division, a sensible arrangement, in view of the importance of a knowledge of that subject as compared with others which usually precede it. The exercises are marked as being specially suited to prepare the pupil for actual business. The answers to problems are printed in the back part of the book. The book is finely bound in cloth, contains 177 pages, and none of them seem to be filled with waste matter. In the hands of a good teacher, or as a teacher's manual for additional exercises for practice, it would be found exceedingly valuable.

_A EUROPEAN VIEW OF AMERICAN SCHOOLS._

To the Editor of the Weekly:

I have often been pained to hear derogatory judgments passed on our school-system, by foreigners who travel in this country for a few months, and who often do not take the pains to visit our schools. They accept the views of others who have lived here for many years, send their children to our schools, but always harp on the superiority of European institutions in general, and European schools in particular. The German press especially praises the same judgment, and even their educational periodicals attribute most of the superiority of their institutions to superficiality, which they imagine to exist here, to the fact that our schools are chiefly taught by women. I have at last come across an extract from the New Vienna Free Press which does our public schools justice, and, as it might interest the friends of our schools, send you a translation of the same.

Very Respectfully Yours, ERNESTINE MERCER.

_Palatine, Ill., July 31, 1878._

There are few American public institutions in regard to which the judgment of Europeans is more unanimous than that of the public schools. They speak of them thus:

"Although all of their higher institutions are vastly inferior to those of Europe, their public schools are doubtless preferable to ours. Their common school is an excellent public institution, which leaves a deep impress on the life of the people. At the Centennial, two renowned educational men expressed the American view of schools in the following words: "It is generally acknowledged that universal education is the only sure foundation upon which our republic can be built," and "It is our conviction that general education is the safeguard of our republic. Such an apprehension of the significance of the public school explains to us that even the highest school-taxes are borne willingly in order to carry out their system of free schools. The result of these sacrifices and endeavors is a grand one. It is that average education throughout the whole Union which is vastly superior to that of Europe, that general culture which makes a gentleman of the American, and which does not permit an educational difference to exist between country and city, or the different parts of that vast territory. Although we do not find a class of superior culture equal to that found in Europe, we also fail to see great contrasts in education as those found in Silesia, Dalmatia, or the Netherlands. In America, the state educates the youth, and, owing to the skilled organization of their schools, notwithstanding their frequently inefficient teachers, we find a positiveness of knowledge among the children which one fails to find in our European schools."
Eduational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkins, Principal Govey Institute, Cumberland Center.


Ohio—J. M. D. DeArmond, Principal Grammar School, No. 5, Davenport.


Indiana—J. B. Roberts, Principal High School, Indianapolis.


Minneapolis—O. V. Tuscley, Superintendent, Minneapolis.

Detroit—W. M. Brols, Superintendent, Ypsilanti.

Ohio—B. W. Stevenson, Superintendent, Columbus.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.


The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

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

CHICAGO, AUGUST 8, 1878.

THE STATES.

Maine.—Abner J. Phipps has been re-elected superintendent of schools at Lewiston.

Nowhere.—Schools at Farmington, T. H. Hanson, Waterville, W. J. Cutshall, of Calais, and G. T. Fitchet, of Castine, were elected vice-presidents of the American Institute at the session at Fabyan's.

Mr. F. H. Briggs (Bates '78) left Auburn for Glasgow, Scotland, last Saturday.

Miss Belle Symonds, of Portland, one of the three sisters who have been engaged in teaching the select school on Pine Street, died very suddenly of apoplexy the 15th ult.

Bowdoin College conferred the degree of D. D. on Rev. James L. Phillips of the class of '69. He is elected principal of the new missionary school at Bagousta, India.

Thirty-two applications for admission to Bowdoin were made at the first examination. Thirty were admitted.

Bridgton Academy opens its fall term for the first time in several years with Mr. C. B. Stetson as principal, and C. T. Allen assistant.

Waterford has had a teachers' institute, "Best Methods to Secure a Good Recitation," "The Elements of Botany," "How Reading Should be Taught," "School Disciplining," Methods in History," etc., occupied the time. Among the teachers present, were Richardson of Bridgton, Green of Farmington, Chadbourne of Bridgton, Miss Knight of Waterford, Miss Douglass of Mechanic Falls, and many others.

Waterford is a live town, has five schools and an excellent supervisor, Rev. Mr. Osborn.

Rev. James P. Weston, D. D., is elected President of Westminster Seminary.

Through the courtesy of Brother Upton of the "Times," we are in receipt of the Annual Report of the School Committee of Bath for 1878. From it we gather the following facts. Population of the city, 10,000. School children, 7,480. 16 schools, 4 male, 24 female teachers. Salaries of teachers, $15,356. Salary of Superintendent, $600.

Illinois.—Graduating class at Southern Illinois Normal Univ. this year numbered 13—a good class in "calibre." Dr. Richard Edwards gave a grand address on "The Essentials of Success," as applied to educated men. During the past year there were in all 408 students enrolled at the University; and during the year, 390. Of these, 22 have graduated. About 434 have taught in the schools of Southern Illinois. A special session began August 5, to continue four weeks. The faculty are all engaged in institute work during vacation.

Prof. D. S. Wentworth has seriously offended the good people of Dalton by his acceptance of the principalship of the Englewood Normal School, and they have appointed a committee of six, at a public meeting, for the purpose of bringing a suit against him. He offered to remain at Dalton for $5,000, but the citizens resolved him "unworthy of their trust and confidence, and unfit to be at the head of the Cook County Normal, or any other school where morality, uprightness, and propriety should be the leading traits of the teacher." Prof. Wentworth's defense is that he is under no moral obligations to stay at Dalton, and that he has fulfilled his three obligations, so that he can leave whenever he thinks proper to do so. He says further that they owe him several hundred dollars, and the railroads did not run the trains according to the expectation of the gentleman when he went to Dalton. He says further that he only went to Dalton to secure routes to and from Chicago, fifty pupils, boarding accommodations, library, fixtures, etc. They accepted his proposition, but never fulfilled it all, and in return he promised to remain there as long as the place paid him. He says that he only received about $500 above expenses last year. He never made a contract for a stated time. He made an offer to stay there three years at $3,500 a year. It has not been accepted. Then he offered to leave it to a committee of arbitration. He thinks that the guarantors of his salary do not mean to pay him what he is due if he leaves.

Charles A. Smith, and Miss Mary Barrie, formerly assistants of Mr. Boltwood at Princeton, accompany him to Ottawa.

Rev. H. W. Peck, of Syracuse, N. Y., has accepted the presidency of Hedding College.

Prof. S. W. Robinson has resigned his position in the Mechanical Department of the Industrial University and accepted a similar one in the Ohio State University, at a greatly increased salary.

The following teachers have been engaged for the ensuing year in Princeton high school: Principals, Prof. McDougall; Assistants, Huel P. Cotton, V. H. Brown, J. O. Leslie, Miss E. V. White, Miss Flora Farnsworth, Miss Carrie Everett, Miss Sarah L. Phelps, and Miss Hughes. The school year begins Sept. 3.

Professor Ross, of Carbondale, late candidate for Superintendent of Schools before the Republican Convention, has been employed as Principal of the Litchfield public schools at $4,200 a year.

J. W. Payne, of Gilman, goes to Attica, Ind. Prof. J. V. Riggs, of Onaga, goes to Tolono.

In Iroquois county, Watske retains Prof. Haley; Chebanse, Rowell; Milford, Beeler; Onaga employs Prof. Carmichael; Gilman, Gardner; Sheldon, Wilson.

Attorney in Equity for the University of Wisconsin, Wm. E. Wiley, has been elected to the Legislature.

The Grundy County Institute will be held this year in the Morris high school building, commencing Monday, Aug. 19, and closing the 30th. Instructors: Prof. W. J. Stevens, O. N. Carter, T. L. Regan, and J. W. Cook. John Higby, county superintendent, is the general manager.

Indiana.—There is some talk of the amalgamation of the time-honored Bethany College, Virginia, which Alexander Campbell founded, with Butler University, the prosperous Christian and Disciple institution at Indianapolis, near Indianapolis. It is proposed also to incorporate the rival medical colleges at the state capital with it.

The School Board of Indianapolis has adopted for use as a text book in certain grades of the schools of that city, Mrs. L. L. Jackson's "Science and Geometry of Dress;"

On account of some dissatisfaction with the old corps, an entirely new set of teachers has been engaged for the Sullivan schools; country teachers in Vermilion county will command $2.25 per day for the next school year.

Prof. S. G. McCreight, of LaFayette, will open a normal school at Frankfort.

State Sup't. Smart and wife are expected home from Europe soon.

The chair of Greek in the State University, vacated by the resignation of Prof. E. Ballantine, L. L. D., and the declination of Prof. W. G. Ballantine, has been filled by the appointment of Prof. O. B. Clark, of Amiotoch College, Indiana.

Dr. J. W. Meeze has been elected Demonstrator of Anatomy of the Medical College of Indiana, a place for which he has peculiar fitness.

A number of county institutes are already appointed—a large portion of them to be held this month.

Connecticut.—Prof. Isaac N. Careton, of New Britain, was elected President of the American Institute of Instruction.

Minnesota.—The salary of Superintendent of Schools at Hastings has been reduced to $1,000 per annum, and that of teachers to $40 per month.

California.—The meeting of the State Association of teachers was postponed from the first week in July until the last week in September. It was thought by the Executive Committee that the opportunity which will be afforded at that time for teachers to confer with delegates to the Constitutional Convention would open the way for the organization of a professional body which will exert a decided influence in moulding and directing the educational future of the state. The difficulty of securing a good attendance of the county superintendents in July, and the fact that teachers would not like to assemble at a professional gathering in the middle of their summer vacation, were other reasons for postponement.

Wisconsin.—No more high school at Prescott.

C. M. Gates is to be principal at Wausau next year. His assistants will be Misses Meyer and Goodwin and Mrs. C. M. Gates.

C. J. Collier, superintendent of Jefferson county, offers about 70 different premiums for best exhibits of educational work at the county fair next September. The schools are divided into three classes, C, B, A, comprising two and three departments respectively. Prizes are offered for penmanship, maps, etc.—Wisconsin, general exhibition, drawing of schoolhouse in which pupil attends school, specimen of business letter, programme of daily work, map of Jefferson county, with description, etc. This is a most commendable effort, and if repeated a few times will do a great amount of good to the schools of Jefferson county.

A terrific storm and hurricane visited that section about Darlington the second week in July, blowing away the Marsh school-house, eight miles west of Darlington, and the Wilson school-house, five miles south. The Hamstreet school-house, four miles southwest, was occupied when the storm struck it,
The degree of LL. D. was conferred upon Prof. A. S. Welch, of the State Agricultural College, by the University of Michigan at the recent commencement. This is honor most worthily conferred.

Profs. Guthrie and Arnett have opened a teachers training school of methods at Iowa City. We hope the enterprise will succeed.

The State Library at Des Moines contains 16,876 vols., besides some 1,500 duplicates.

A three week's session of the Scott County Normal Institute will begin August 12. Supt. Clemmer will act as conductor.

John T. Stoneham, of McGregor, has received the degree of LL. D. It was conferred by Williams College.

The Audubon county institute will be held in Exira, beginning August 5. Mahaska county Institute opened July 29. Shelby county institute opens August 19. Institute at Oskaloosa began July 29. One at Sigourney began July 29. Prof. D. T. Todd, of the institute, is superintendent. Professors Baldwin and Pickard are engaged to lecture, also Prof. Picker and Pollard. First class instructors are also engaged.

Prof. D. D. Ford, of Marshalltown, has been elected principal of the Bellevue schools.

Supt. Wilcox, of Clinton county, has decided not to issue any more third class certificates. He says that he is "fully convinced that it is a proper and efficacious measure."

Cedar Falls pays her Superintendent of city schools of $1,600.

Prof. Chas. Robinson, principal of the De Witt public schools, has been quite ill. We hope to hear of his speedy recovery.

Prof. Kephart, president of Western College, left last week for an extended tour through Europe and Asia.

Miss Sarah G. Wilkinson, of Davenport, who was the valedictorian of the '78 class at Vassar, has arrived at home after some weeks spent on the sea-coast. Miss W. has declined very flattering offers to teach in a flourishing high school in this state and also in a prominent western college. She is a young lady of unusual ability, fine scholarship, and sterling worth of character.

The chapel and other buildings of the State University are undergoing some much-needed repairs. The prospect is most excellent for a large attendance of students at the opening of the fall term. Prof. Pickard is making hosts of warm friends in all parts of the state.

Prof. H. Saliba, Supt. of Clinton schools, and President of the Iowa State Teachers Association is lecturing in different parts of the state during the summer vacation. Prof. S. is a gentleman and scholar of genuine worth.

With the July number the Iowa Normal Monthly completed the first year of its existence. We congratulate Bro. Shoup on his success in proving that a good school journal can and must live, if rightly and honorably managed. The Iowa Normal Monthly is a credit to its editor and to the state of Iowa. Long may it live to make glad the hearts of thousands of Iowa teachers.

The Dubuque school board has wisely determined not to reduce the salaries of teachers. This spirit of wise economy now and then gets the better of school boards, and some very precious and comprehensive changes for the better are inaugurated. We are glad to know that the Dubuque authorities have exercised good judgment in this instance. Some school boards have not done so.

Master Geo. W. Read, of Polk county, was the successful candidate for the West Point cadetship in Col. Cummings district. There were 15 applicants, four of whom failed to come up to requirement physically. The examining committee consisted of Prof. Burns, Prof. Thompson, and Mr. E. W. Lehman.

Prof. Young's salary as Supt. of the Davenport schools has been fixed at $1,800 per annum.

Prof. Jonathan Piper has our thanks for Dana's Geological Story Briefly Told. It is designed for the general reader and for beginners in the science.

Our esteemed friend, Prof. Wedgwood of Atlantic, has rewritten and enlarged his Topical Analysis. Prof. W. is to be congratulated upon his success in getting out such an interesting and useful outline of common school studies.

The following is the list of names of the newly appointed Curators of the State Historical Society, at Iowa City.

Prof. A. S. Welch, of the State Agricultural College, was elected by the board as one of the two curators for the term of two years; and Prof. J. W. Henderson, Linn Co.; Thos. S. Parr, Warren Co.; Geo. W. Ross, Putnam County; J. F. Warren, Linn Co.; Dr. E. T. Sabin, Marion Co.; Jas. M. Tipton, Grundy Co.; W. C. Bull, Winneshiek Co.; Christianson, of Winnebago Co.; Henry C. Bull, Winneshiek Co.; Christian W. Slagle, Jefferson Co.; John K. Campbell, Jasper Co. These gentlemen are members of the University Board of Regents.

Iowa has 384 newspapers, 70 public libraries, and 28 colleges.

MISSOURI.—A number of teachers' institutes are to be held in this state during the summer, but we have no satisfactory list with dates and names of conductors. If some of our Missouri friends please keep us posted? We understand that one is to be held at New Madrid, July 22; at Wayne, July 11; at Fredericktown, August 5; at Farmington, August 12; at Saline, August 19; at Jackson, August 19; at Perryville, August 26; at Marcell Hill, August 20; at Columbia, State University, September 8.

C. S. Sheffield, of Kansas City, has gone to Atchison, Kansas, as superintendent of schools.
Home and School.

For The Educational Weekly.

UNDER THE EAVES.

LILLIE M. SUBURBIDGE, Chicago.
The summer days are turning back,
When none shall sigh or long, for lack
Of sun and shine;
The April rain is falling fast
Upon the shingled-roof, and past
Its low eave-line.
Each drop, as tap of tiny drum,
Recalls to me the birds, that come
To build a nest,
When May is steadily sinking low,
Glad in no prospect, but to go
Unto her rest.
Under the eaves! Oh musical
As ever song, the tender fall
Above the eaves!
So much, for memory's sake one keeps,—
Thoughts of the reaper strong, who reaps
The ruddy sheaves;
And binds them, in a fashion gay,
Then hastens to finish, while 'tis day,
His own good task;
Or 'neath the eaves secure, in state,
While fleeter sun-showers drip, to wait,
And resting, bask.
Seeing the radiant slopes of grain,
His daily toil seems not in vain;
He seeks more;
Beaming o'er distant tree-tops tall,
Behind the mist a golden wall;—
The rain is o'er!
This is the reaper! soon, ah me!
The time to task his strength shall be,
For days go past;
Seed-time and Harvest shall succeed,
Each with its long expected need
Filled well, at last.

THE SCHOOL-BOY.
We bought him a box for his books and things,
And a cricket-bag for his bat;
And he looked the brightest and best of kings
Under his new straw hat.
We hauled him into the railway train,
With a troop of his young compères;
And we made as though it were dust and rain
Were filling our eyes with tears.
We looked in his innocent face to see
The sign of a sorrowful heart,
But he only shouldered his bat with glee
And wondered when they would start.
'T was not that he loved not as heretofore,
For the boy was tender and kind;
But his was a world that was all before,
And ours was a world behind.
'T was not his fluttering heart was cold;
For the child was loyal and true,
And the parents love the love that is old,
And the children love the love that is new
And we came to know that love is a flower
Which only groweth down;
And we scarcely spoke for the space of an hour
As we drove back through the town.

PRETTY SCHOOLROOMS.
WHEREVER there is a homelike atmosphere, children are better and sweeter. Surroundings are nearly of as much account to the little ones as to grown folks. They may be even more, since childhood learns from impressions and is developed by their influences. Now cosiness is one of the elements of a loved home. The children who have pretty rooms and amusing little corners for their own small "things" are, we will warrant, the children who do not continually run in the streets. Make your home attractive to them, and they will gladly stay there. A schoolroom should be a kind of home. It should be made attractive. The children should be happy in the thought of going to school, and they would, if it were made a pleasant place. If the gentlemen who build our academies, grammar and district schools, would save from some elaborate outside adornment sufficient money to hang the windows with pretty curtains, the walls with chromos and engravings, and fill the windows with plants and hanging baskets, they would work wonders in refining and elevating the taste of the pupils, and adding to their happiness. To say that the children would destroy these homelike and attractive additions to their study rooms, is to dub our little ones barbarians, whereas they are as easily moulded into ladies and gentlemen as wax is run into form, if the surroundings of refinement and culture are given them.

Far from being careless of any adornments of their rooms, they would invariably take pride and pleasure in adding their little "mite" to the general beauty; and if teachers would encourage the scholars to bring with them from home any little ornaments, brackets or pictures, which they may keep in their own little treasure boxes, they would be astonished at the delight displayed by their pupils, and the wonderful transformation which would take place in the too often barren, unsightly, and uncouth apartments in which they are obliged to spend half of all their days.

There is no collection of children who are so poorly off in this world's goods that some of them may not be able to contribute some beautiful object to the schoolroom. Little ones in the country speak out the longing for the beautiful when they gather from their gardens the morning bouquet for "teacher's desk." What harm would it do for each child to have a tiny vase on her own desk in which, for many weeks, a flower might be daily placed, to sweeten the whole atmosphere with its odor, and with its loveliness awaken in the young hearts, so susceptible to all influences, that love of the delicate and beautiful, which shall finally become permanently engraven in their natures?

The petty additions to the usual utter blankness of the schoolroom cost nothing but a little pleasantly spent time. The value of them cannot be estimated. The smaller scholars cannot study constantly. They are not habituated to it nor fitted for it. Their untrained eyes must wander, and their untrained thoughts will wander too. Supposing they look about them on a plain dazzling sheet of white wall. What ideas can they gain from it? If it is summer the unshaded brilliancy of the light makes the air seem more hot and uncomfortable. If in winter, there is no contrast to the white of the snow outside; no indication of spring-time and greenery—no hope or thought of summer. Decorate the walls with a bunch of pressed fern leaves, a spray of blackberry, a background of green pine; hang in the window the creeping maderia vine, the "wandering jew," or any other climbing or clinging plant! Here is a breath of coolness in the hot noontide. The breeze lifts the leaves and shakes the blossoms. Here is a bit of summer imprisoned and kept in the wintry season, for the little ones to poetize and dream about in their sweet, hopeful way when they are weary of their lessons. Remember how lovely these things are to you at home, good teachers and superintendents. A little money and a little time are all that are needed to make your schoolrooms happy home-rooms for the children.—Golden Rule.

QUEER NAMES FOR TOWNS.
Now, what am I to do with this? If the Little Schoolma'am sees it, she may want to give the boys and girls of the Red School house a new sort of geography lesson, or perhaps a spelling task to her dictation. That would be a little hard on them; so perhaps I had better turn over the letter to you just as it is, my chicks.

WASHINGTON, D. C. DEAR JACK-IN-THE-PULPIT:—Here are the names of some towns in the United States. They are so funny that I send them to you, and I hope you will like it. Do you think the Little Schoolma'am would know where all these places are?

Toby Gutter, Ourrey, Kickapoo, T. B., Ono, O. Z., Doe Gully Run, Omia, Nippenose, Esp Gullie, Need More, Kandyboli, Noboli, Cob Moa Sa, We Wo Ka, Ty T, Osalis, Why Not, Happy Jack, U Bet, Choptack, Fussville, Good Thunder's Ford, Appola, Burnt Ordinary, Crum Elbow, Busti, Checkworth, Viva, Dam, Dyersburgh, Chuckatuck, Ni Wot, Back Street, What Cheer, Forks of Little Sandy, Towas, Sophoply, Thirty Daems, Vice's Switch, Oumph Ghent, Peculiar.

I have found a great many more, but these are the queerest I could pick out.
Yours truly,
WILLIAM B.

—St. Nicholas.

—He is not only idle who does nothing, but he is idle who might be better employed.—[Socrates.]
Practical Hints and Exercises.

LEARNING THE LETTER A.

Between the states of the greatest and the least contraction of any muscle of the body, there are, of course, an infinite number of degrees of contraction. In order, however, that we may not seem to exaggerate the difficulties of the child's task, we will suppose that a muscle is susceptible of only three degrees of contraction, and that, therefore, three experiments, at most, would ultimately in the production of the sound of A, suppose it to depend upon the proper contraction of only one muscle. But how many muscles are engaged in the production of that one sound? A great many, namely, the muscles of the vocal chords, the muscles of the back part of the mouth, of the tongue, the cheeks, the lips, and the muscles that expand and contract the chest. We will largely understate their number, and suppose that there are only 20 involved in the pronunciation of A, each one of which, as we have already supposed, is susceptible of only 3 distinct degrees of contraction.

Now, a muscle, each one of which is susceptible of 3 degrees of contraction, can be made to contract together in 8 different combinations, consisting of one degree of the contraction of each muscle to each combination; 3 muscles will give 27 possible combinations, 4 muscles 81 possible combinations, and so on, in geometrical ratio of increase, up to the supposed 20 muscles, with which there would be 3,113,884,401 possible combinations of muscular contractions. Now, in all this wilderness of possibilities, there is but one combination which can produce the sound of the letter A, and that one the child must find, although, according to the supposition, he knows nothing about it, and has no organic tendencies in the direction toward it. He can find it only by experiment. Each possible combination must be successively tried and rejected, until he comes to the right one. Assuming that his chances of hitting upon the right combination are equal to his chances of missing it, the number of experiments he would have to make, before he would hit upon the right one, would be just one half of 3,113,884,401, or 1,556,942,200.

Supposing, therefore, that the child makes 100 experiments in a minute, it would take him within a fraction of thirty years to attain the first successful utterance of the letter A. - Prof. Payton Young, in Popular Science Monthly for August.

SUGGESTIONS TO STUDENTS.

BE PUNCTUAL.—A total loss of interest in school duties is often directly traceable to the tardiness of the pupil.

BE NEAT.—This applies not only to your personal appearance, but the room and desk which you occupy. Use your best endeavors to keep these as free from dirt as possible.

BE ORDERLY.—Use the same care with regard to your position, in both study and recitation, that you would do in the presence of ladies and gentlemen at an evening party.

BE STUDIOUS.—No good comes from idleness.

BE PERSISTING.—He who stops for trifles never accomplishes much.

BE ATTENTIVE.—The key to many a puzzling problem is lost through inattention.

BE COURTEOUS.—It is as easy to be gentlemanly or lady-like in your intercourse with fellow students as to be rude and boorish. Be courteous all the time.

BE HONEST.—Show yourself to be the very soul of honor in all your school life. Let no shadow of untruth ever fall upon your conscience. Let all your reports bear the keenest scrutiny. Try and merit no reproach, but if merited do not seek to avoid it by any subterfuge.

Ever bear in mind that upon you far more than upon your teachers or your surroundings depends your ultimate success. Determine, then, to "act well your part," remembering that "there all the honor lies."—H. A. Field.

THE CONNECTICUT RULE.

To the Editor of the Weekly:

I have been watching anxiously for responses to my query, page 221, page 221. One has been given on page 253. Is it satisfactory to all arithmeticians? I call attention to certain points in the query:

1. In the first case, the first payment is "a less sum than the interest arisen at the time of such payment," in which case we are told that "no interest is to be computed but only on the principal sum." The same is true when we reach the time of the second payment.

2. In the second case, the payment is more than the interest arisen at that time; but when we reach the time of the second payment, we find this payment to be less than the interest arisen at this time, and even the sum of the two payments to be less.

3. In the third case, the first payment is less than the interest arisen; but when we reach the time of the second payment, we find this payment to be more than the interest arisen during the second three months, but less than the interest arisen during the six months, and the two payments combined to be more than the interest arisen in the six months.

4. In the fourth case, the first payment is more than the interest for the second three months, but less than the interest for the six months.

Now, see the rule in Ray's Higher Arithmetic, or in any other arithmetic.

Is the simple method adopted by S. C. B., page 253, in conformity with the rule? Is it according to the rule to compute interest upon these payments, however small they may be? Does the rule allow the interest to be computed for more than a year at a time, when during that year payments have been made? If not, must the amounts of such payments be subtracted from the amount of the principal, even if part of the interest be left on which interest may afterward accrue? If there be anything tangible and definite in the Connecticut Rule, I am very curious to appreciate it. I do not now ask to what extent this rule operates in the direction of equalizing the wealth of mankind!

Respectfully,

L. F. M.

Is co-education expedient? Facts show that, notwithstanding the opening of so many colleges for both sexes, there has never before been a period when such large requests have been made to female colleges. Nor have female colleges been so largely patronized before. In every single instance the male colleges have failed to draw the women to any extent, though great efforts have been made to do so. Women prefer their own, and so do the men. Co-education exerts an injurious influence on female character. Some facts of human nature were well established before colleges begun; these facts no higher education can abolish, or materially change. To most persons, whatever theorists may say, it will continue to seem neither wise nor prudent to send a score of girls between the ages of sixteen and twenty-two away to live in all the familiarity of college life with 200 or 300 young men.

Give woman the amplest knowledge which it can give, and she will improve it; give her the widest range of sympathies and she may be called that will not be improved by her superior culture.

Prof. L. Clark Steely.

FACTS FOR TEACHERS.

One of the curiosities at the Paris Exposition is the smallest book that was ever printed in any language—a marvel of typography. It is a microscopic copy of Dante's "Divina Commedia," printed in Padua, bound in red velvet and silver, and so small that it may be worn as a charm, hanging from the watch chain. A microscope is needed to read it.

The imports of France during 1877 amounted to $751,273,600, and the exports to $862,884,000.

A floating bee house has been constructed by Mr. Perrine, a Chicago honey dealer, large enough to accommodate two thousand hives, which he had towed up the Mississippi River from Louisiana to Minnesota, keeping pace with the blossoming of the flowers, and thus stimulating the honey-making ability of his bees. Returning he will stop about two months somewhere above St. Louis, and will reach Louisiana in October. He wants to take advantage of the autumn flowers at each point just as he did of the spring flowers up the river. The plan of moving bees to get the benefit of fresh flowers has been tried in a small way in some parts of Europe.

More than a year ago an exploration was made across the Isthmus of Darien by an expedition under Lieutenant Wyse of the French Navy, with a view to an interoceanic canal. The project originated with a company formed in the name of the Atlantic, along the valleys of the Tuyra and Tisiti, to the river Tuyra, near where it discharges in the Gulf of San Miguel. Recently he went to Bogota to negotiate with the Colombian Government, and news has been received that a contract has been concluded. The canal will be neutral, and free to commerce of the world. The company is to receive a grant of land for 500 feet on each side of the canal, and a million acres in any part of the country they choose. The work is to be completed before 1895.


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We are now filling orders for the Institute Song Budget, at $1.50 per dozen; 15 cents will procure a specimen copy post-paid.

We shall be glad to have reports of the institutions—any kind, from large or small—to be inserted in the columns of THE EDUCATIONAL WEEKLY. We will also list a full list of teachers in attendance, with post-office addresses.

Subscription price of the WEEKLY at county libraries, two dollars a year; 75 cents for six months. Hand your name and money to the conductor, superintendent, or agent.

Teacher, do you not think you ought to have an educational journal of your own? Are you content to let another pay for the WEEKLY while you have the reading of it?

—One hundred copies of Wedgwood's Topical Analysis of Education at Newton, this week, or one hundred to Atlantic, Ia., and two hundred to Winterset. It is found to be just the thing by those who examine it.

Our Boston letter, published this week, has been in hand for over two weeks. An apology is due to both the correspondent and our readers, for the delay in its appearance. It was written and not found until after the removal of our office.

Prof. Hamill, the elocutionist, announces that he will have a lecture, Sept. 1. For a small man in a small town "out west," his success at Jacksonville has been startling. He has, we believe, about sixty pupils now under tuition, and is doing a regular business—making money. Six years ago he was Professor of Elocution in Ill. Western University at $300 a month; now he receives $1,200 a month.

—With this number the WEEKLY enters upon its fourth volume. An index of the last volume will be published as soon as the increased labor of the editor will permit, and will be sent to all whose names are at that time on our subscription list. If any changes occur prior to that date, without notice, the index will be sent to such on application. Renewals should be made promptly, as it is impossible to secure full files of back numbers. In this connection we repeat that we have bound volumes of 1877, which will be furnished for five dollars; also, covers for binding, price 75 cents. These are all half morocco, with gilt lettering.

—The WEEKLY takes pleasure in announcing that it has been able to locate itself at last in rooms which it has the satisfaction of believing is beyond expectation. The new office is in the Ashland Block, situated on the northeast corner of Clark and Randolph streets. To those who are at all acquainted with the city, it is evident that this location is right at the business heart of the city; directly opposite to the Sherman House, diagonally opposite to the new court house buildings, and on the same square with the Public Library, the Chicago Athenaeum, and the Tremont House. There is no location in the city which is easier for visitors to find, or at which it would be more convenient for them to make a call; a fact which we hope will be remembered by all of our friends and subscribers, whether living in the city or visiting it. We would like to have this construed as a special invitation to everybody interested in the cause of education to call upon the Weekly, wherever opportunity will allow, and accord us the honor and the privilege of a personal acquaintance. Don't forget to take EXTRACTS.

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