Editorial.

A GOOD IDEA.

The following letter is addressed by Dr. J. H. Vincent, the great Sabbath-school worker, to the editor of the Christian Union:

MY DEAR DR. ABBOTT:—We this year propose to organize at Chautauqua a literary and scientific circle, which is designed to promote reading and study in literary and scientific directions by persons who have not enjoyed collegiate advantages, business men, mothers who desire to keep up with their children and to inspire them to seek an education, young ladies of leisure, young men who are engaged at trades or in business. We propose to provide a series of small text books on Astronomy, Geology, Chemistry, on Greek, Latin and English Literature, Mental Science, etc. We propose to indicate a series of books on all these subjects to be read at home during the years.

We propose at the close of a three or four years' course written examinations, etc. This movement is designed to raise the intellectual standard of our young Christian people, to give them a taste of the better range of reading, to show them that between truth and religion of our Lord Jesus Christ there is no antagonism. I know that this must be a slow work. I know that there are many things discouraging in connection with it; but I believe that what we have done for Biblical and Sunday-school study we can also, to some extent, do for the class of people who, never having been at college, desire some guidance in acquiring more liberal culture than they are likely ever to secure in the ordinary routines of life.

J. H. VINCENT.

This is a proposition to be heartily endorsed by all the ways who appreciate religion combined with intelligence. While no very marked result is to be expected from such feverish efforts as are those at Chautauqua and at places like it, still these efforts are of importance as forming one of the influences—in themselves all small—which are now tending toward an increase of intellectual vigor in a large class of the community which is able to think and reason more than it does, and which needs but slight pressure to lift it to a plane of higher endeavor. The Society for the Encouragement of Home Study, managed by some Boston ladies, deserves more countenance than we fear it is getting. The system of popular, semi-scientific weekly lectures, which the Methodist church has sustained for the last two winters in most of the large cities, is an example worthy of wider imitation. An article by the editor of the WEEklY, published in the Ohio Educational Monthly for March, proposing that boards of education should institute post-graduate high school courses of reading, attracted considerable attention, and bids fair to bring forth some fruit. The feeling is strong that our system of public schools, and our efforts in behalf of the education of our children, are not producing the results which ought to be expected in the intellectual tastes and activity of our men and women. The impulse which we get from the four years spent in high school or academy is too generally expended with our graduation. There is no interest more deeply involved in this matter than that of religion. As faith without works is dead, so faith without intelligence is superstition.

We are heartily glad that Dr. Vincent has made a start. Even the naming, by such authority, of a series of books to be read at home would be of great advantage. But too many books should not be named, nor too elaborate a course be laid down. Do not kill the movement by attempting too much. The mention of a written examination will lead many to see a ghost, if it does not have a more serious result. We fear the effect of such an attempt would be more like that of a nipping frost than an April shower. A written examination is a thing always better in theory than in practice. The great value of this movement lies not so much in the tangible scholastic results it may produce, as in the social and moral force and enthusiasm it will awaken. We have had too much to do with written examinations not to feel a little apprehension when they are proposed, and especially in connection with an enterprise which must be made popular if it is to be anything at all.

Our great desire to see this “literary and scientific circle” succeed grandly in the interests of truth, and culture, and religion, causes us anxiety upon another point, as no doubt it does many others. This is to be an effort in the interests of scientific truth, accurate if not profound. Is it possible to name a series of books which will be acceptable to the churches generally and which, at the same time, will be recognized as authorities in science? Has a prism been found by which the light from the great scientific luminaries can be decomposed, and their superior ray of pure science be entirely separated from their anti-religious and sceptical tendencies? Will the authorities have the courage to take as the primary merit from which they survey the books for this course their reliability and value as books of science, and let their religious bias be a secondary though all-important merit? These gentlemen have put themselves directly at the parting of the ways. Many eyes are turned every summer to Chautauqua and its leaders. No doubt they feel the responsibility that is upon them. Let us hope that they realize that truth defends those only who lay a firm hold upon her. A feeble grasp is well nigh as fatal as error itself.
REPORT OF THE COMMISSIONER OF EDUCATION FOR 1876.

There is no book with which we have anything to do that causes within us such a variety of feelings as the Report of the U. S. Commissioner of Education. When the daily press indulges in strictures we are indignant at its liberty and seeming indifference to the cause of education. When we notice the close family likeness the bulky volume has to the ordinary government report, and consider how useless, or at least, how unused, such reports generally are, the fear arises that we have been too severe with the critics. When the resolutions of educational bodies are noticed, so loudly and habitually commending the Bureau and the Commissioner, the thought arises, How valuable is discriminating praise, and the criticism of true friends! When we think of the persevering faithfulness of the Commissioner, and of the good which his department has probably accomplished in ways which cannot be made clear to the public, it seems as if there were no danger of commendation being extravagant. When we think of the chronic call of the Commissioner and nearly all educational bodies, upon Congress, to give the Educational Bureau more ample means, we are tempted to cry out for a little respite on behalf of that much-abused body—our National Legislature—as well as in behalf of the dignity of the educational fraternity. But when we think of the vast interests which are involved in the success or failure of the National Bureau, the appropriations which have been made from year to year for this department seem not only inadequate but niggardly. With a hope of finding a point of rest among all of these opposing forces, the WEEKLY has given no little careful consideration to the Commissioner's last report (1876) and it must be confessed with by no means entire satisfaction.

The report proper of the Commissioner, comprising over 200 pages, would pass anywhere as a respectable public document. Much of it is invaluable. Its most serious blemish is a want of the finish of good workmanship.

As to the statistical tables covering the last 450 pages, the Commissioner sins in company with a host of honorable fellows. It is an exception, although the instances are on the increase, to find a city or state report which is not one-half or two-thirds filled with school statistics. These tables, at best, are rarely consulted, although they are made up and printed at a large expense. They are so near alike from year to year, that when things are running in usual channels, the ordinary tables for one year will do, at least so far as the public is concerned, for a half-dozen years. There is not the slightest excuse, under normal conditions, of republishing the common tables oftener than once in four or five years, unless it is to enable ambitious superintendents to fill out the regulation report. The same thing is true of the Commissioner's report. The instances are few in which there is such a notable difference between the tables of the reports of '75 and those of '76 that there is any justification for publishing both.

It is surprising to find 466 pages, a large book in itself, completely given up to excerpts from various sources—excerpts which we will not say are valueless but which are out of place in such a report, especially when funds are so short. Is it the purpose of this national document to embalm the puffs and statements of individual schools and colleges, or to publish their catalogues? A poor scrap-book made from various state reports, school journals, and daily papers, is a work that can hardly be made acceptable as the report of the Commissioner of Education for the United States. What use is there in republishing the programmes of state teachers' associations of two years ago, and various laudatory notices and resolutions? What use is there in publishing list after list of state officials whose terms of office expired months before the report was distributed? What use is there in giving accounts of the school systems of six or eight cities in each of the states, when those systems are all after the same, model, so that a description of one is substantially a description of all? The truth is there has been entirely too much paste and too many scissors used in getting up these reports. There have been fifty grains of mere clerical labor expended to one grain of originality. We do not quarrel with the statute which organized the office "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country," but we cannot say that we regret that no more than $35,000 a year is appropriated for this Bureau, if its reports are to continue of this character. There is no discussion of methods, no generalizations; nothing to inject new blood into the general system of public schools. Almost the only point of view opened to us is that of state and city superintendents which is necessarily limited and local in comparison with the view which is opened before the National Commissioner. If he is to be anything more than a local officer, it must be by giving us the results of a wider range of observations. His signals should be such as come from the highest station.

In short, we cannot but feel that the Report of the Commissioner, when weighed in the balance, will be found wanting, no matter what standard is taken. As an educational product it is no credit to the ability of the teachers' profession.

THE MODERN LANGUAGES.

E. J. James, Ph. D., Evanston, Ill.

The question as to the proper method of instruction in foreign languages is exciting at present a good deal of discussion. The unsatisfactory results of the study of such languages, as pursued in our high schools and colleges, have given rise to much dissatisfaction and complaint. The study of these branches has been sharply criticised from a good many quarters, and for many different reasons. A good deal of this criticism is certainly justifiable, because, owing either to inefficiency of teachers or of methods, the best possible results are certainly not attained. Much of the criticism however arises from an ignorance of what success in this department consists in.

Many think, for instance, that a scholar has derived no advantage from the study of German, unless he can say in an off-hand way, "Guten Morgen, wie geht's Ihnen?" Hence a method which does not secure this is condemned by such persons. The different ways of teaching modern languages may be classified under two general heads, which we may call respectively the Grammar and the Conversational Methods. By the first, one aims at securing a discipline similar in kind to that afforded by the study of the classics; and also to lead the mind of the pupil to a study of the literature of the language. In the
second the emphasis is placed upon the conversation; the principal object is to secure a readiness in speaking, a command over a certain number of words and phrases used in every-day life.

Which of these methods is best adapted for our high schools and colleges? We have no hesitation in choosing the first. Although teachers appear from time to time, who pretend to impart a thorough knowledge of the German in from four to six weeks by means of the conversational plan, yet to one who has really acquired a fair knowledge of German, such talk appears the veriest trash. That a certain readiness in mouthing a few common expressions may be gained within that time is undoubtedly true; but that anything which can be called a fair knowledge of the language can be acquired even within six months is simply impossible, even where one devotes his whole time to it; let alone the case which is by far the most common, where a class has only an hour a day to spend in conversation.

But even if the conversational method secured what it aims at, viz.: a readiness in speaking, yet there would be this grave objection to it; it emphasizes the least important part of the study. A speaking knowledge of German can be of little practical significance to the vast majority of our scholars. We study the language after all for the sake of the literature, for the sake of the immense treasures which lie locked up, as it were, within it, and which must forever remain sealed to him who does not possess the key. Toward an understanding and appreciation of this literature, a speaking knowledge of the language, at least such a speaking knowledge as we can acquire in our schools, contributes very little. The words we use are the names of the common objects around us, and we are limited, as it were, in our conversation, to the kitchen and the dining room.

The grammatical method, on the contrary, leads us right up to these vast stores of intellectual wealth, places the key in our hands, teaches us how to use it, and brings us face to face with the highest productions of German genius. It has besides another advantage. It affords a discipline similar in kind, and if properly taught, almost equal in degree, to that afforded by the classics. The systematic study of language as a science is a very different thing from memorizing words and phrases. Of course the memory is largely brought into play, just as it is in all acquisitions of knowledge; but the judgment is exercised to a much greater extent than in the conversational method.

There is another advantage in the grammatical system, which, we cannot help thinking, is too often overlooked or neglected, viz.: the control over one's own language, which constant and accurate translation from a foreign language gives. There are here all the essentials of a vigorous and successful training in rhetoric and composition. The ideas are given, and we believe this to be the best course in composition drill, especially where the pupils are young and immature. An excellent opportunity is afforded of exercising the judgment in the selection of words; and if good authors are read, examples of pure and elegant style are kept constantly before the pupils.

There are other points which we should like to consider if the limits of this article did not forbid. Of the manner in which the grammatical method should be used in order to achieve the best results I shall speak at another time.

It was not believed that the Paris Exhibition of 1878 would be a financial success, yet the Government Commissioners already feel that they are out of financial difficulty. The cost of buildings and maintenance is estimated at about $9,000,000, and a revenue of nearly $7,000,000 is already assured.
seek his preparation at the hands of his examiner or lose his certificate.

I need not cite examples of this abuse. It is patent to any one who has observed the workings of this system. Parties of no culture, little knowledge, and less experience are thus enabled a few weeks' drill, and on the very questions, with perhaps slight alteration, upon which they are to be examined, to get a higher per cent mark on their papers than others of far better scholarship and greater merit every way, who have not thus been subjected to the 'drill.'

Some of our best men and women become disgusted with the profession, and are literally driven from it by this injustice, being unwilling to compete with these "put up jobs" who go about underbidding their fellows, because they can afford to "teach cheap"—and why not? Their education (?) cost them perhaps less than five dollars.

THE RELATIONS OF THE KINDERGARTEN TO THE PUBLIC SCHOOL.

Miss S. A. Stewart, Milwaukee, Wis.

(Concluded from last week.)

NOW admitting that the kindergarten is useful, and important, and based upon sound principles of education, should it, in its pure type, be introduced into the public school system?

It is not enough to prove that a thing is useful and important, but it has to be proven that it is more useful and more important than anything else, and the question for us to consider is, whether the same or higher results cannot be secured without the lavish expenditure of time, means, energy, demanded by this method, or at least results better suited to the condition of the schools, and more in harmony with the theory of the public school system.

We have to discuss the question, of course, in the light of existing circumstances, and even were we under more favorable conditions, a little nearer the millennium, it might still be a question, whether we had found the very best way of occupying three years of school life. Considering the short school life of the great mass of American children, it becomes a question of imperative necessity, that no more time be taken to fix those fundamental ideas gained in the kindergarten than is absolutely necessary.

Many serious objections can be urged against making the kindergarten a part of the public school system, (not against family or private kindergartens.)

I shall not stop to discuss the question of expense. The taxpayer's objection, that is obvious to everyone, I believe to be true, if there were no other objection; and if the results obtained justified the expenditure, it would be no objection.

There is an instinctive belief in every intelligent mind, that the line ought to be drawn, somewhere between the family and school education, and if the state takes care of the education of its citizens between the ages of six and twenty, it is doing all that can be reasonably expected of it, something should be left to private enterprise.

Now while the kindergarten is not designed to supersede the education of the family, (indeed, such a result was deprecated by Froebel and his followers more than by any one else,) yet the inevitable tendency is, to place the duties and responsibilities of one class, in society, in the hands of another. The mother is the natural teacher of the child, at least through kindergarten age. And it was Froebel's idea that kindergartens should be mother schools, where they should be taught to train little children; but whatever the theory, the tendency is in the opposite direction. We do not find mothers, as a rule, eagerly seeking knowledge from the kindergarten, so that they may ultimately dispense with the aid of the teacher, but the tendency is rather to look upon the kindergarten as a nursery, and a convenient place to send the children, while the mothers devote themselves to more congenial pursuits.

The school has already encroached too much upon the domain of the family, if the family and not the state is to be the unit of civilization in the future. Under the old Greek system of government, where the child was looked upon only as a future citizen of the state, there was wisdom in taking him, at birth, and training him for that purpose, (but even here he was left with his mother until seven years of age;) but under our own government, where a high degree of civilization must come, if at all, through the purity and strength of family life, anything which interferes with its rights and duties must be deprecated as an evil. When the mother cannot fulfill her duties, either through poverty, great numbers of children, over work, or general incompetence, it may be a question if that would not be a wiser state interference, in the end, to give such aid as would reach the children through the mother, rather than by putting another agency in her place.

At most, the kindergarten proposes to take the children out of their own surroundings only three or four hours a day, and when those surroundings are utterly vicious and bad, that has to be a wonderful faith in the divine art of teaching, that can believe that this short time in the kindergarten can counteract the whole current of the child's life.

The claim that is made, that in those two or three years of its life, if not in the kindergarten, the child may contract habits which will take years to eradicate, is utterly unphilosophical and unsound. If it were admitted, what is nearer the truth, that much that goes to determine the character and future condition of the child has its influence long before the kindergarten age, and hence if the state should take measures for improving the condition and enlightening the understanding of fathers and mothers, it would be a wiser step than relieving them of responsibility in the matter of education.

When families are in comfortable or affluent circumstances, there is still less justification in the state's assuming their legitimate work, for usually their surroundings are such as to incidentally give the child his first lessons in the physical properties of matter, knowledge of the activities of life, of common things, use of language, etc., more forcibly, and better than the kindergarten, because more natural, for however many cant phrases we may use about free activity, unrestrained joyousness, or natural development, education even in the kindergarten is a process of restraint. If it isn't, it doesn't amount to anything.

Intelligent mothers and nurses are what is demanded for children under six years of age, and if the state can succeed in the work it has already undertaken, that is, of training an intelligent motherhood, the question of kindergarten will take care of itself.

In the kindergarten everything depends upon the teacher, and the difficulty of getting teachers who will understand and appreciate the true aim becomes something formidable. The great amount of material in the hands of the incompetent only serves as much as engine for lifeless, aimless, mechanical work; it is even worse than the school in such hands, for then not so much is undertaken, and the text-book would counteract some of the
The kindergartner should be a person of broad and generous culture, with a talent for music and drawing, gentle and patient, thoroughly imbued with the spirit and principles of the Great Master, with a keen insight into child nature, and a profound sympathy with all their child thinking, and their joys and griefs; she should be full of vigor and energy and sound judgment, with a genius for self-sacrifice, ready to meet uncomplainingly the exacting demands of child nature. Such persons are rare, even among women, among men—hopeless.

The state might, and should, add to its normal school course instruction in kindergarten methods. Professional education of the teacher means complete understanding of the whole range of the art of teaching, then the number of teachers would be sufficient to supply private and family demands, and would make success depend where it ought to, upon the merit of the teaching, and not upon legal enactment, etc.

But the law of Wisconsin admits children into the public schools at the age of four years (younger, I think, than that of any other state), and we have them by hundreds in all our city schools, so there is not much use in heaping up objections or stopping to philosophize about the matter; either the law must be changed, or measures must be taken for educating children of that age according to an enlightened understanding of the needs of child nature. It is little less than barbarous to receive large numbers, and pack them in the stifling air of the schoolroom, and shut them up to the abstract methods of the advanced schools, a practice which does prevail, even in our enlightened age. There is a crying need of reform in this direction, and we have now to consider how the spirit and methods of the kindergarten may be used to bring about more rational instruction in the primary schools.

The claim has been made, and urged with great earnestness, by the professional kindergartner, that half measures are worse than none at all. It is with profound modesty, but with equal earnestness, that I beg leave to differ with them upon this point, and so I want to urge that we have, not the kindergarten added to the public school, but the primary school modified by many of the exercises and games of the kindergarten, but above all that we have the spirit and philosophy of education, advocated not alone by Froebel, but the whole line of innovators, who led the revolt against the abstract mysticism of the middle ages.

This, it seems to me, is not only desirable but practicable. It will be an easy matter to arrange a series of simple progressive lessons, based upon the 3, 4, 5, 6, 7, 8, 13, 15, 18, gifts, which will run parallel with the other work of the primary school, and which, if carried out by teachers who understand the art of mind development, will secure, if not the entire aim of the kindergarten, at least the legitimate aim of the public school.

Indeed, much of this kind of systematic work has been done already, and we have to-day ocular demonstration that the system is not only practicable, but extremely useful.

Even this change will increase the expense of the schools somewhat, but no more than is justified by the imperative need of reform there is in this direction. A larger number of schoolrooms, with an increase of teaching force, will be the main source of expense. No more than fifty children can be placed in a room, large enough to seat them comfortably, and give an open space sufficient for plays and games, but this is demanded for any kind of primary school, in a civilized age.

There will not need to be any material change in the seating of the rooms; each child's desk can be its table to work upon, and also a receptacle for its material when not at work, as teaching the child to take care of, and put away his work in order, is not the least part of his education.

The exorbitant price at which the kindergarten material has hitherto been held is entirely unnecessary and uncalled for, and I can think of no reason why it has been placed at such value, unless it be to keep it away from the common people or add to the wealth of some provident speculators. Each child could furnish his own, as he does his text-book, if the burden of expense proves too heavy for the city fathers, or the country districts, to endure. Of course it is not necessary to stop here and urge the advantages of such a plan. They are too apparent to need expression. But one only, because of its paramount importance, must be noticed, and that is, the value of this kind of work as a basis of language culture.

In a large number of the schools of the state, and in most of the schools in our cities, the children come from families where a foreign language is spoken, and the English language is the language of the school. Now the hindrance this fact is to the progress of the pupils in their school work can only be appreciated by those who have had experience in the matter. Now because the kindergarten exercises appeal directly to the child's senses, and give him something real and tangible to talk about, and furnish variety of occupations enough to give him an extensive vocabulary, they are the very best means possible for teaching him the language.

It is cruelty to require a child to put an abstract thought into an unknown language, and is a practice which should be remanded to a barbarous past.

Now a full consideration of the method by which this modified course of primary work should be carried out must be left for further discussion. But I want to urge here the active cooperation of all the teachers throughout the state in bringing about this much-needed reform in educating little children.

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-FACETTE.-

---Tommy came home from school, and handed to his father the teacher's report on his progress during the month. "This is very unsatisfactory, Tom; you've a very small number of good marks, I'm not at all pleased with it." "I told the teacher you wouldn't be but he wouldn't alter it."

---"Why," asked a teacher in Sunday school, "did Solomon tell the sluggard to go to the ant?" "Because," said a 13-year-old boy, "he knew that his aunt would have him at the woodpile or in the onion bed every afternoon as soon as school was out."

---"Ma," said a thoughtful boy, "I don't think Solomon was so rich as they say he was." "Why, my dear, what could have put that into your head?" "Why the Bible says he slept with his fathers, and I think if he had been so very rich he would have had a bed of his own."

---Kansas Teacher.—"Where does all our grain produce go to?" Boy—"It goes into the hopper." Teacher—"Hopper? What hopper? Boy (triumphantly)—"Grasshopper!"

---She met him at the door and ushered him in: then said, "The weather had changed rather suddenly." "Yes, got-damp-quick!" said he, and to this day he cannot account for her leaving the room so unceremoniously, and the "old man" appearing and conducting him out.
Notes.

We were pained to learn from the Cleveland papers of the death of Professor William M. Davis, on the 21st ult. Prof. Davis was widely known in scientific circles throughout the country, and was one of the most genial, and cultured, and highly esteemed citizens of Cleveland. When the lamented Prof. O. M. Mitchell entered the army at the beginning of the war, Mr. Davis was called to succeed him as director of the Cincinnati Observatory. Although succeeding one of the best of American scientists at an arduous post, he acquitted himself with credit. The last few years of his life he spent at the home of his son-in-law, Mr. Andrew J. Rickoff, superintendent of the schools of the city of Cleveland. He died at the ripe age of seventy, and leaves an honorable name behind him.

—McGuffey's Readers are undergoing a thorough revision. The work is in the hands of Prest. Hewett, of the Illinois Normal University; Miss A. P. Funnell, of the Indiana State Normal School; Supt. R. W. Stevenson, of Columbus, Ohio; and T. W. Harvey, author of Harvey's Readers.

—The Boston University is the only university in this country which presents in Theology, Law, and Medicine uniform, graded courses of instruction, covering three scholastic years, and which requires in each case, in order to graduation, the full three years of study. In the Department of Medicine it presents several essential elements of a thorough reform in this department of education, and now the announcement is made that two new elective courses of three years will be introduced; the long lost degrees of Bachelor of Medicine and Bachelor of Surgery will be restored; two optional four years' courses for those who wish to pursue their professional studies with exceptional thoroughness, and with suitable leisure for collateral reading, will be provided, and the lecture term of each year will be extended from five months to eight months. The sixth annual course of lectures will commence Oct. 9, 1878.

—There are many schools, teachers, professors, publishers, and others, now in these western states, who are about starting for their homes in the east, so as to be there when the schools and colleges open next month. Some of them stop to see us as they pass through the city. We wish more would do so. All these persons will find the Pittsburg, Cincinnati & St. Louis Railway,—Pan Handle route,—very convenient for them. They can remain in Chicago until 8 p.m. (trains on all other lines leave about 5 p.m.), and reach their eastern destination as early as by any other route.

—The second number of The American Antiquarian promises to be a very interesting one. It will contain about fourteen articles and twenty-five cuts on archeology, including a full page cut of a newly found table. The contributions are as follows: "Egyptian and Arizona Pottery Compared;" "Indian Tribes and their Location, A.D. 1750;" "Tokens of the Delaware Indians in Pennsylvania;" "Gleanings," by Prof. S. S. Haldeman; "Indian Antiquities," by Alfred Gotschel, U. S. Geol. Survey; "The Berlin Tablet," "The Wyoming Massacre," etc. etc. Send for a specimen copy to Brooks & Schinkel, Cleveland, Ohio, or to Rev. S. D. Peet, editor, Unionville, Ohio.

—Harvard and its surroundings, published by Moses King, Cambridge, Mass., has been "revised, the number of illustrations increased, the typography improved, and the order of the heliotypes made to conform with the order of the descriptions." As it now appears it is certainly a valuable guide to the visitor at Harvard, and must be treasured by all of Harvard's alumni. It contains a brief historical sketch, thirty-seven heliotypes, and four wood engravings. All of the buildings connected with the University, with their uses, and many of those of Cambridge, are fully described; also many of the popular walks and resorts of the students. The author and publisher is one of the undergraduates of the college, and presents the sketches with genuine student enthusiasm.


Reviews.

Natural Philosophy for Beginners, with numerous examples. Part II. Sound, Light, and Heat. By I. Todhunter. (London & New York: Macmillan & Co., pp. 427. Price $1.50)—It seems like carrying coals to Newcastle to say anything complimentary to Mr. Todhunter's books, especially when addressing the upper grade of American teachers. His books contain a larger amount of meat to the square inch than any books we know of; and the one before us is no exception. While we cannot think it the
most perfect of Mr. Todhunter’s various text-books, and while the
works are abundant which contain more ample illustrations and
more extended explanations, still we do not know where to look
for a more condensed and a more lucid elementary statement upon
the subjects treated of than is contained in this little work.
The examples—400 in number—are of a very practical nature.
The author reduces to a minimum the amount of mathematics to
be employed in these intricate subjects, and inserts in the work
enough of Mathematical Preliminaries, about angles, sines, etc.,
to enable a person who knows but little of Geometry to under-
stand the explanations and demonstrations. We commend the
work to all teachers whether they are teaching elementary or
more advanced physics. A serious omission in the book is the
want of an index. Probably it was thought unnecessary be-
cause the book does not pretend to be anything but elementary.
But a good index is none the less essential, if for no other than
the important purpose of teaching ‘beginners’ to appreciate
and use indexes.

A General Catalogue of Choice Books for the Library, compris-
ing a selection of the best books by ancient and modern authors
in all departments of literature, science, and art, classified and
priced. (Cincinnati : Robert Clark & Co. pp. 238. Price
25 cents.)—The best proof of the pudding is in the eating. We
have had this catalogue on our table for two months, for the pur-
pose of learning what it is worth. It has been consulted frequently
for ourselves and for our friends, and has not yet been found want-
ing. Today a friend called who is engaged in replenishing and
extending a library. He not only wanted prices of particular books;
he wanted to see a good list of the books in various departments.
We handed him this catalogue. In ten minutes he had just
the information he desired. The work contains the rare feature
in a catalogue—a first rate index. The whole work is a credit to
this enterprising firm, and the entire book-buying and book-read-
ing fraternity is placed under substantial obligation to it.

Monroe’s Readers. (Philadelphia : Cowperthwait & Co. F. S.
Belden, agent, Chicago.)—The author of these books has long
been before the American public as an eminent teacher of the
art of oral expression. At different times he has been instructor
in elocution in the Newton, Tufts, Waltham and Boston Univer-
sity Theological Seminaries; Lecturer in Amherst and Williams
Colleges; for six years the Superintendent of Public Instruction
in the Department of Reading in the city of Boston; and is
now Dean of the Faculty of the School of Oratory of the Bos-
ton University. It has been only about five years since the
books were first published, and they are now extensively used
throughout New England, New York, Pennsylvania, Minnesota,
Kansas, and other sections—strong testimony to their merits.
By the admission of the representatives of rival books, Monroe’s
readers rank among the very best of the various series of school
readers. This might be expected from the ability and standing
of the author. An examination of the books abundantly con-
irms it. In printing, binding, and paper, they are hardly excell-
ed. Their grading is good, and their reading matter is well
adapted. They are a superior working set of readers without
any specially prominent features.

Their great defect is a defect common to all readers with
which we are acquainted. They assume that the chief end to
be attained in teaching the art of reading is to impart the power
of oral expression; to convey to others ideas already lodged in
the reader’s mind. They do not sufficiently magnify the more
important part, viz. :—developing in the child the power and the
habit of snatching, as it were, from the printed page the fullness
of the thought as expressed by the writer. Mr. Monroe himself
seems to appreciate the value of this faculty. In “Hints to
Teachers,” in the Third Reader, he says: “It is better for a pupil
to express the idea, even if he miscalls a word now and then,
than to read all the words and have no idea. A wrong idea is
t bernier than none at all. It is time and labor saved on all the
other studies if pupils are taught to read intelligently; inasmuch
as intelligent reading is the key to all knowledge.” Again, in
the Fifth Reader, he says: “Thought and emotion compel ex-
pression.” That is it exactly. And the Weekly would like to
cry aloud with a voice to be heard in every school house in the
land.—In ordinary, every-day work, let mere oral reading, sim-
ple elocution, have a subordinate place. Labor to make your pu-
pils comprehend the thought, and to feel the spirit of what they
read. If you can accomplish that, you may rest assured that fair
expression will not lag far behind.

But let us repeat, these books are no exception with respect to
this deficiency.

In the higher books, the selections, as pieces of literature, are
most excellent and from the very best sources. Prof. Monroe
utters the sentiment of every thoughtful teacher when he says
that the reading book has more influence in forming character
than perhaps all other school-books united. We find no selec-
tion which even the most cautious teacher would wish removed.
The teacher who is looking out for new practical thoughts and
suggestions in the teaching of reading will look in vain to these
books. Very little attention is paid to the weakness and desire
for help on the part of the teachers. These books are tools evid-
tently designed for workmen who have learned the trade and have
fixed their methods of work. There is nothing to induce a teach-
er to use the word method, if she never has used it, or the pho-
nic method. Indeed, the entire absence of diacritical marks, or
of anything to indicate the otiose letters, leaves the impression
that the author believes in phonics mainly as a help to articula-
tion, and not as a means of deciphering words. We are not
sure but that we agree with him. But when so many teachers
are loud in praise of a method, and when so many more are
grappling rather blindly to get into it, it would seem at least
in an author to give a few practical hints in regard to the matter.
The same thing might be said in regard to many other points.
But there are no books better adapted to the wants of teachers
who know just what they ought to do and just how to do it.

NEW BOOKS FOR TEACHERS.

[Publishers may secure an announcement of their new publica-
tions in this weekly list by sending copies to the editor. It is desirable that a full description of the book, in-
cluding price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers.
Any book named in this list may be obtained by forwarding the price to the publish-
ers of THE EDUCATIONAL WEEKLY.]

Baker, Andrew H. A short and comprehensive course of geometry and trigonome-
try, designed for general use in schools and colleges. 8vo, pp. 150. N. Y.: P. O’Shea, 1.50

Booker, Worthington. Science for the school and family. Pt. 1, natural philo-

sophy; ed. rev. and enl. III. 1800, pp. 111. N. Y.: Harper & Bros. 1.00

Johnston, Jas. Principles and practice of teaching. 8vo, pp. 396. N. Y.: D.
Appleton & Co. 1.50

28, 210, 245. N. Y.: E. Stegemeyer 1.50

Knight, Chas. Popular History of England. (Am. ed.) 8vo. 1800. N. Y.: John
W. Lovell 1.00; 65 cents.


Morris, Rev. R. and H. C. Bowen. English grammar exercises. (L. r. primer, ed.)
8vo. 1800. N. Y.: J. B. Green, Appleton & Co. 1.00

Ward, Darbin. American college and currency. An essay read before the social
science congress at Cincinnati, May 18, 8vo, pp. 120. Pub. Cincinnati 25

CHICAGO, AUGUST 15, 1878.

THE STATES.

IOWA.—At Fort Madison, about fifty teachers have been in attendance. The institute has been interesting and successful, conducted by N. C. Campbell, assisted by Albert McCalla, the former of Keokuk high school, and the latter of Parsons College, Fairfield. J. W. Carey will act in Councilville next year.

Institute in Buchanan county continues five weeks. Commenced July 29. Number enrolled the first week, 115. It is conducted by Mr. W. A. Vacker, the county superintendent, assisted by Mr. Robertson, of the Waterloo school, and the principals of the Independence schools.

Institute in Cedar county closed last week. Number of teachers enrolled, 146. Conductor Mr. J. Valentine, one of the oldest of Iowa teachers, has taught for twenty-four years in the state. The normal is one of the best. Miss Hanna, of Marshalltown, teaches a model school of little boys and girls all under nine years of age. A model school by name, and a model school in its operation.

Miss E. E. Frink, county superintendent of Cedar county, materially assists Mr. Valentine in leading the institute.

OHIO.—The sixth annual examination and commencement of the Ohio Central Normal School, at Worthington, occurred July 24, 25, 26. A new and noticeable step was taken by Principal Ogden in providing that the commencement exercises should be entirely professional. Eleven of the thirty-four Graduates were kindergartners. Prof. Ogden reasoned thus: If medical colleges, theological seminaries, and law schools require theses written for their degrees, why not the normal school? The annual session of the Summit County Teachers' Institute, at Akron, will commence Aug. 19, and continue two weeks. The corps of instructors consists of Mr. A. B. Johnston, Avondale; Della A. Lathrop Williams, Delaware; Samuel Findley, Akron.

S. H. Herriman, Pres.; N. J. Malone, Sec'y; A. A. Crosier, Treas.

Executive Committee.

Prof. J. Fraise Richard, as president, will open the first session of the Massifield Normal College at Mansfield, Sept. 10, 1878.

The State University secures an able professor from Illinois, in the person of Prof. S. W. Robinson.

The principal salaries in Cleveland for next year have been fixed as follows: Superintendents, $3,500; Supervising Principals (2), $2,000; Music Teacher, $1,800; Drawing Teacher, $1,700; Writing Teacher, $1,500; Supervising Principal of the Primary Grades, $1,500; Principal of the Normal School, $5,100; Assistants, $900; Training Teachers (2), $200; Principal West High School, $2,000; Male Assistants (2), $1,500; Male Assistant, $1,150; Female Assistants, $1,000 and $800; A Grammar Principal, $1,000, $900, and $800.

W. S. Eversole has been re-elected superintendent at Wooster.

For the above items we are indebted to the Ohio Educational Monthly, which always labours in local and personal intelligence, as well as valuable contributions.

Alex Forbes, for several years past principal of the Cleveland Normal School, has accepted an offer from Sheldon & Co. to act as their agent at Cleveland. Elroy M. Avery becomes his successor.

NEBRASKA.—For the six vacancies in the Lincoln public schools there were 125 written applications.

L. B. Filfield, of Kearney, editor of Literary Notes, announces himself as ready to make engagements to lecture before societies in any part of the state. Professor Woodberry has resigned his position in the University, and the money at the command of the Regents is too limited to permit them to appoint a successor.

MICHIGAN.—Some changes have taken place in the University Faculty. Henry B. Parsons has resigned his position as assistant in the chemical laboratory, to accept a place in the department of agriculture at Washington, D.C. Calvin Thomas, of the class of '74, and late of the Grand Rapids schools, has been appointed instructor in Greek, at a salary of $500, in place of A. H. Pettus, who has been Assistant Professor of Greek for several years at a salary of $1,800. The Assistant Professorship is abolished. Prof. Pettus is appointed Professor of Mining and Engineering.

Sept. Sill, of Detroit, is named a referee for the Regents in the Beal-Steeve collection, one-half of which the Regents take in liquidation of the judgment against Rose, with Dr. Kott, of Adrian, as alternate.

T. R. Chase, of Detroit, is employed to compile a catalogue containing the names of all graduates of the University since its organization.

Kimpay Saito, the Japanese student who graduated from the Law Department last spring, has been appointed Superintendent of the high school of Hiroshima, in his native land, and in this position has under control the education of the whole province.

Prof. Ten Broeck, late of the university, is going to open a boarding-school for American young ladies in Geneva, Switzerland, next October.

College has been reorganized, with Dr. G. H. Mandeville, as President. Dr. Phelps, formerly President, and Dr. Crispell, Professor of Thology, retire. Prof. Scott, Beck, Shields, Doesberg, and Kollen retain their positions.

Several towns in the state are troubled about their school affairs. In Brighton, Livingston Co., at the annual meeting in July, after a hot discussion, a resolution was adopted last year prohibiting the use of the Bible in the schools, was rescinded. In Hartford, Van Buren Co., political differences complicated the affair. In Fairgrove, Tuscola Co., where the School Board refused a certificate for contract to a Miss Moore, the difficulty was inflicted upon them by having their premises visited at night, and the messes and tails of their horses sheared.

MISOURI.—The institute at Bethany was quite successful—the interest good. All the teachers were subscribers to some educational journal. The weekly was well represented among them.

The American Journal of Education, St. Louis, expresses great satisfaction with the renomination of Hon. R. D. Shannon as State Superintendent, and says that "a nomination is equivalent to an election." The August number of this journal, by the way, is unusually excellent, which is saying a good deal.

WISCONSIN.—D. O. Hibbard is reemployed as principal at Oconomowoc, at a salary of $85 a month. He employs his wife to render all necessary service about extra pay, and the services of himself and wife in the same way for $60 a month, and now the Free Press calls on the school board "to explain why this waste of the people's money," as it had not been possible to hire the work done for $50, or even $40 per month!

Prof. J. W. Stearns, of Chicago, late of a normal school in the Argentine Republic, S. A., has accepted the presidency of the Whitewater Normal School. The prospects are said to be unusually good for a full attendance of students this fall.

PENNSYLVANIA.—H. S. Jones has been re-elected superintendent of the Erie public schools.

Dakota Territory.—Dakota's Annual Territorial Teachers' Institute is appointed to be held at Sioux Falls, Sept. 24, 25, 26. Two thirds have already secured situations as teachers of elocution. The Executive Committee.

Fort Madison, Sept. 15, 1878.

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Home and School.

THE SCHOLAR’S SWEETHEART.

EDGAR FAWCETT.

All day he toils with zeal severe
On something learnedly polemic.
From Harvard he returned last year,
With bounteous honors academic.
His parents name him hat in praise,
His little sister quite adore him.
And all the loving household lays
Allegiance willingly before him.

What forms his labor, week by week?
They could not, understood—oh, never!
‘Tis something eminently Greek,
‘Tis something intricately clever.
But still his task, unfinished yet,
He shapes with industry unflagging,
And writes his treatise that shall set
The heads of noted peddlers wagging.

Is it of Homer’s doubtful lines?
Or yet some question, subtly finer,
Of worthy certain famous lines.
Were first obtained from Asia Minor?
Is it of dialects impure?
Is it some long-fought rule of grammar?
Is it old Sumerit roots obscure?
Is it that wearsies digamma?

But whether this, or whether that,
Through fragrant fields, when work is ended,
While darkly wheels the zigzag bat,
And all the west is warmly splendid,
He steals to meet in loving wise,
With eager steps that do not tarry,
Grow tender as she calls him “Harry.”

What altered thoughts can she awake,
This pearl of sweethearts, best and fairest!
And what a contrast does she make
To “Comments on the Second Aesop!”
So strongly round can he throw
Her dazzling spells of sweet retention,
’Tis doubtful now if he could go
Correctly through his First Declension.

For while near weary meadow bars,
With spirit thrilled by sacred pleasures,
He lingers till the dawn of stars,
He lingers by the girl he treasures,
This grave young scholar scarcely knows
When it is added that she was 15 years old, and unusually large for her age, it will be perceived that she was well adapted to render the life of a school-teacher unspeakably wretched.

When Miss Alice first saw the new teacher she at once perceived that he was admirably adapted to be teased. His manifest bashfulness and the innocent, unsophisticated expression of his kindly, but far from handsome face, stimulated her mischievous propensities to the utmost. She began her persecution without delay, and carried it on with immense success. Time and space would fail were it attempted to catalogue the various devices by which she plagued the patient teacher. It was not long, however, before he discovered that the demure Miss Alice was at the bottom of all the mischief in school, though she was too astute to permit herself to be detected in any overt act. Of her favorite methods of harassing the good teacher was to pretend to an ardent admiration for him. She would constantly go to his desk on the pretext of asking his help in her lessons, and while he was laboriously explaining how this sum should be done, or how that verb should be parsed, she would stand by his side gazing at him with an air of hopeless and passionate attachment which filled the scholars with the wildest delight. Then, too, she would constantly manage to touch, with apparent unconsciousness, the teacher’s hand or shoulder, or would lean over him so that her breath would fan his sparse and delicate hair. The uneasiness betrayed by the innocent man in these circumstances was excessively ludicrous, and delighted the naughty girl and her fellow pupils immensely.

The day came however, when Miss Alice, grown careless by long impunity, was detected in the act of firing at another girl with a bean-shooter. This was a crime for which the inexorable penalty was “ruling.” The teacher would have given much to avoid the necessity of “ruling” a girl, but if he suffered Miss Alice’s offense to pass without punishment he knew that he would be accused of unfairness, and that the discipline of the school would be destroyed. With a heavy heart he called her up for punishment, and ordered her to hold out her hand. She held it out smilingly and unlasciviously, and when the punishment was ended she deliberately threw her arms around the teacher’s neck and kissed him. “I always return a kiss for a blow,” she explained, as soon as the teacher recovered breath and consciousness; “for mother always taught me to do so.” Having said this, she went calmly back to her seat, and the teacher, wishing that the earth would open and hide him, tried to calm his beating heart by studying history from a spelling-book held upside down.

The cup of his misery was by no means full. There was a rule in school that whoever climbed the fence into the next yard and stole apples from Deacon Watkins’ apple-tree should be flogged. The teacher, in order to check the growth of this terrible vice, had distinctly announced that this rule would be inexorably enforced, no matter who might be the culprit or what defense might be offered. Of course, it was never for a moment imagined that any girl could climb a fence and an apple-tree, and hence the teacher was horrified to discover, as he approached the school-house one morning, Miss Alice perched on a limb of the apple-tree and tossing apples to the rest of the scholars. When he reflected that he was pledged to inflict upon her the severest punishment known to the school code, his knees smote together and he felt that death would be sweet and welcome.

It was the custom to flog culpritst at the morning recess, and when the teacher notified Miss Alice that she should remain in the school-room during recess, the other scholars chuckled with glee, and the girl herself was seen to blush. When recess came, and the guilty girl was left alone with the teacher, the excitement of the play ground was immense, and the large boys bet immense quantities of tops and slate-pencils in favor of or against the probability that Miss Alice would be—in fact, punished. One enterprising boy climbed the lightning-rod and looked in at the window. It is on his evidence that the remainder of the story rests.

“He never even offered to lick her,” testified the disappointed boy. “I just called her up, and said, ‘Allie, I’d a darned sight sooner marry you than lick you.’ Then says Allie: ‘It is about the same thing anyhow, so if you say marry, I’m with you.’ Then the old man, he kissed her, and that’s how it ended. There ain’t no fairness about no teacher. He wouldn’t have let a boy off that way, you bet.”

Doubtless the precise language of the teacher and of Miss Alice were not correctly reported, but the main features of the boy’s evidence were undoubtedly true. The teacher was married last week, and has since repeatedly said that mathematics are all very well, but that man needs to cultivate his emotional nature and to develop his domestic affections. His romance certainly came to him late, and in an unexpected way, but those who have seen his young wife think that he is a man to be envied.
Practical Hints and Exercises.

WHAT HAPPENED.

[Recitation.]
A very respectable Kangaroo
Died before last in Timbuctoo;
A remarkable accident happened to him:
He was hung head down from a banyan-branch.
The Royal Lion made proclamation:
For a day of fasting and lamentation,
Which led to a curious demonstration:
The Elephant acted as he were drunk—
He stood on his head, he trod on his trunk;
An over-sensitive she-Gorilla
Declared that the shock would surely kill her;
A frisky guy, and frolicsome Ape
Tied up his tail with a yard of crape;
The Donkey wiped his eyes with his ears;
The Crocodile shed a bucket of tears;
The Rhinoceros gored a young Giraffe
Who had the very bad taste to laugh;
The Hippopotamus puffed and blew,
To show his respect for the Kangaroo;
And a sad but indignant Chimpanzee
Gnawed all the bark from the banyan-tree.

—St. Nicholas.

JUST WHAT TO DO AND HOW TO DO IT, IN TEACHING BEGINNERS IN READING.

First let each child be provided with slate, pencil, and sponge. The slates should be of the same size, if possible, therefore it is better that the teacher purchase them. These are all the implements needed.

For the first work, place in script characters on the blackboard a few simple, one-syllabled words, such as for example, "dog, cat, doll," etc.

Have a short conversational lesson with the children about their pets, and produce pictures also, to excite their interest; then turn their attention to the board, whereon are the words indicated above.

Point to dog, telling the children that this means dog, or is the word dog, and have them look closely to the word. Do the same with cat and doll; then drill carefully on the words, placing them in different parts of the board, to see whether they will recognize them. Let the different children point out the words as required by the teacher. The drill should be very short, so as not to weary the little ones. After the lesson is over, have them take slates and pencils, and endeavor to make some simple marks, to teach them how to use their pencils, and to produce variety.

Reasons.—1. I would begin with blackboard work, because the children can have no interest in drill books, in which they do not know a single character, nor even know how to hold them. Besides the teacher can best secure the individual attention of the children by directing all eyes to one place on the blackboard.

2. I would use the script characters instead of printed ones, because it is very important that the pupils be taught writing as early as possible, and as they are always trying to copy what is on the board, in a short time they will have learned to make the characters, besides fixing the words they represent more firmly in their minds.

Again, unless the teacher can print perfectly the children will not easily see the resemblance between her printing and that in the books, and her work would be lost. As I said before, the children will copy what is on the board, and learn to print instead of write, which would be time lost.

In the succeeding lessons I would teach simple familiar object-words until they have learned quite a list. Keep all the words that the children have learned on some part of the board, for review, as a review upon all should be given nearly every day.

The teacher will be surprised to see how animated the children will become in selecting the different words from the group, and how accurately they will point them out.

After each lesson the teacher should allow the children to take their slates and pencils and endeavor to copy the simple words, or simple strokes, according to the discretion of the teacher.

I think they will learn quite easily twenty-five words in two weeks' time, after which it would be well to place the same words in simple sentences, as follows: "The dog is black," etc. (always beginning the sentence with a capital, and terminating with a period.)

In teaching the sentences, give conversational lessons similar to the first ones, and for the same purpose. Drill on these new words introduced as with the first object-words, taking one or two sentences a day, until all the first-learned words are disposed of. I would give three reading lessons in the forenoon and two in the afternoon, but they should be very short, and interspersed with some light exercises, as gymnastics, marching, etc. If the teacher is ingenious she will introduce such a variety into the lessons that each recitation will seem like a new lesson to the pupil.

Say not one word yet to the children about the letters composing the words.

Teach the individual word as if it were but one character.

This work with script characters, ought to continue two months (during which time the pupils are learning to write). At the end of that time the children will be able to read almost all simple sentences composed of the new words.

If the teacher has been thorough in her work, she will have little trouble in giving the following lessons which should be on the printed characters.

For this purpose she may use charts, containing simple words and sentences, similar to those already given in the script teaching. Proceed in the same manner with the new lessons as with the old ones, always remembering to have plenty of variety in drill.

The children should continue with the chart exercises seven or eight weeks, by which time they will be ready to take their books and learn to spell.

The teacher will find no difficulty now in teaching the letters that compose the words.—Ohio Educational Monthly.

The following excellent hints were given by a practical speaker at the recent meeting of the Detroit teachers: "Have a clear, well-defined idea of the kind of school you want. Have in mind an imaginary model school, but do not be discouraged if you fail many times before you attain this; each day's determined work will bring it nearer. Teach pupils how to study. Teach them how to get from a book the thoughts which it contains. Much time is wasted in getting ready for work. Too often when you enter the room there is the appearance of getting ready for inspection. Teach pupils to attend to business, to do the work assigned them at the proper time, and to do one thing at a time. In hearing recitations be interested yourself; be enthusiastic; have a soul in the work. If you are obliged to punish, do it out of school. If anything unpleasant has occurred during the day between the teacher and any of the pupils, never allow the school to close without dropping some pleasant word which will cause all to leave the room with good feeling. Cultivate in pupils, as far as possible, self respect and self-government. Never attempt to ferret out mischief without certainty of success; better let it pass than fail in the attempt. In governing your school do not lower yourself to the level of your pupils, but always be dignified and gentlemanly in your deportment in all the little things that pertain to the government of your school, thus silently and imperceptibly lifting them up to a higher standard."

Mr. J. G. Fitch, Regent's Park, Ont., thus summarizes the requirements for the complete equipment of a skillful and accomplished school teacher, in reply to a circular letter of the Rev. E. Atkinson, Vice-Chancellor of the University of Cambridge, relative to the establishment of some system of professional training and examination of teachers in the University:

1. Accurate and abundant knowledge of the subjects he has to teach.

2. Sufficient general culture and knowledge to enable him to see what he teaches in its true relation to other subjects, and as a part of a liberal education.

3. Acquaintance with Mental Philosophy in its special bearing on the manner in which the intellectual faculties are to be cultivated, and knowledge to be acquired.

4. A knowledge of the best methods of instruction, of economizing time, material, and teaching power in school, and in the art and science of education generally.

5. Some acquaintance with the history and literature of education, and with the works and methods of eminent teachers.

6. Practical and successful experience in the conduct of a school.

7. Natural aptitude and love for teaching.
The Educational Weekly.

Brief History of the American People, which the Weekly will review soon.

—The circulation of the Weekly is largest in Illinois, Iowa, Wisconsin, and Michigan. It may be found in most of the schools of Minnesota, Wisconsin, Kansas, Nebraska, and in many parts of every state in the union.

—Teachers who are thinking of using new text-books next fall will do well to examine the list published in this number of the Weekly by Potter, Ainsworth & Co. The list is not extensive, but it is composed of first class works.

—The Readers’ Department advertises in the Weekly by Davis, Bardeen & Co., will be found just the aid to practical examiners that they are claimed to be. Send to the publishers for their catalogue of “School Bulletin Publications.”

—Our readers will not fail to notice the new advertisements this week, among them the “New Grammar,” by Prof. Abbott; J. C. McCurdy & Co. call upon for the class is supplied with uniform text-books or special reference books of the principal or superintendent. His case is worth attending to by those who want to engage a good man.

WEDGWOOD’S
Topical Analysis
NOW READY.


The Second Edition of this popular work is now ready for delivery. It has been entirely re-written, and enlarged by adding many new and valuable topics not found in the first edition. It is the most convenient and useful book yet written for instructors and their pupils. The subjects are systematically outlined so that it is material for every class is supplied with uniform text-books or special reference books of the principal or superintendent. His case is worth attending to by those who want to engage a good man.

TESTIMONIALS

The following are a few of the opinions expressed concerning the first edition:

From Miss Alice Gifford, Marshalltown, Ia.:

I find it well adapted to the purpose for which you designed it, and can most heartily recommend it to teachers and students.

From Hon. A. B. McCullough:

For the use of my children, and particularly for reviews, I consider it a work of practical value.

From Sarah B. McIntosh, Juliet, III.:

I am much pleased with the form you have taken. * * * I particularly like your division of historical into four periods. It is the most easy and the only natural division. The arrangement of Geography is most excellent. In Physiology and Hygiene the best topical arrangement I have ever seen.

From Capt. A. W. Bowler, Des Moines, Ia.:

Your text-book is just what I like it.

From D. C. Perkins, Des Moines, Ia.:

I have given the work especial attention. I believe it possesses real merit, as the subjects are arranged, not only systematically, but so that it can be made a valuable hand-book for the teacher, but especially those who have had but a limited experience of teaching.

Retail price, 50 cents. Discount to the trade. Copies for examination sent postpaid on receipt of retail price. No attention paid to orders unaccompanied by cash.

Address the publishers, VAILE & WICHELL, Chicago, Ill.

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Situations furnishing good opportunities while practicing on the Telegraph, with work to spare, to those who will come forward. Whole expense paid back in few months. Light work and easily acquired. Register with S. W. Webb, Editor of the American Telephone Weekly Co., whose column will be found on this page, are proud of their new expansion.

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FOUR-BOOK CHRONO SERIES,
which are Second Copies, for EVERY MAN WOULD BUY FOR HIS OWN CHILD. The largest, cheapest, most attractive arrangement for beginners. 96 PAGES, 100 Characters, and 100 other appropriate and artistic illustrations. For the FOUR FIRST YEARS. Complete, containing all reading matter that is necessary to most series of Readers, and COMPLETE LISTS OF ALL THE WORDS in the books with pronunciation marked. Analytical Series of Readers and Charts.

This is a Standard Series of Readers and Charts. Their extended use and the universal commendation of those who use them, are evidences of their worth. All admit their superiority. They have been adopted each year for eleven years by a number of the best Schools of Education. Teachers wanting books would do well to examine.

Edwards’ Student’s Readers, A.I.O., For Presidents of Illinois State University, and Author of the Analytical Readers.

This is a New and Improved Series, arranged for the higher classes in Public Schools and for High Schools. It is designed to give a Literary idea to the reader. The selections will be found to possess great merit as Specimens of English Literature. It is designed for the use of pupils and teachers in getting a thorough knowledge of what they read.


This book consists of 16 PAGES, it is put up in the best style, and has Over One Hundred Illustrations and Maps. It is intended to furnish the pupil’s copy with a history of the elements of the governmental system.

An attempt is made in this work to cultivate in our youth a love of study of the lives of the great men, Religious, Human and Education-1 Enterprises, Inventions, Industries, etc. We have a Complete Chart of Events, all dates and Authors correctly stated.

MODEL ARITHMETICS
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