Editorial.

Take Down your Dictionary.

The discussion in England upon the Berlin Treaty afforded two notable instances of scholarly men seeking to avoid responsibility by the adroit use of words.

When Lord Derby, in the House of Lords, declared that he quitted the Queen's Cabinet because he dissented from the decision to seize a naval station in the Eastern Mediterranean, consisting of Cyprus and a point on the main land, by a secret expedition from India without the consent of the Sultan, Lord Salisbury said he believed Derby's memory was bad, and, finally, with emphasis, declared his statement "untrue." Whereupon there was a great uproar among the members, many rising to their feet. Upon this the marquis of Salisbury begged the privilege of withdrawing the offensive language, and substituting the word "unauthentic" in place of "untrue;" and the sensitive nobility seemed satisfied so far as Salisbury's effort to amend his language was concerned. It is not clear how the substitution of the word "unauthentic" for "untrue" could help the matter; but it did in the estimation of the scholarly Lords, and of course they know.

In Earl Brownfield's speech, at the Carlton Banquet given in his honor July 27, is a specimen of as tall language as can be found in any sophomore's oration. It is remarkable as coming from an acknowledged master of English speech. Indeed such a sentence could have been framed only by a master, and with labor. The Earl spoke of Mr. Gladstone "as a sophistical rhetorician, imbued with the exuberance of his own verbosity and egotistical imagination." Did the noble Earl mean to declare that Mr. Gladstone is a high-toned liar led astray by his own vanity? That would have been condemned at once as language entirely unbecoming to the noble speaker.

After all, are not Mr. Disraeli's words a fine illustration of the value of the Greek and Latin element of our language? What rough people we would be if we had no artifice by which to avoid blunt speech! What a row would have been raised if Earl Beaconsfield had been obliged to say just what he meant in plain Anglo-Saxon terms! But would he not have been more honest, and would we not all be more honest, if there were nothing for us to use but blunt speech? But this leads to a profound question—the influence of language upon character, and the influence of character upon language. Plain speech, if not blunt speech, is a jewel. Let us have more of it!

As a jest the remark is admirable, although it was made in earnest. Everybody laughs because everybody knows that the noble Earl, even with a command of language superior to his present remarkable faculty, could not have more perfectly described himself than by the words he has applied to his great opponent; and that he could not have described a character more exactly the opposite of Gladstone, who is universally admitted as a genuine, hearty, outspoken Englishman.

Is It a Climax or an Anti-Climax?

The Weekly takes a great deal of interest in all the criticisms upon our public schools which come to its notice. It has clapped those of highest authority for future use and profit. While the editorial soul was wrapped in meditation upon this matter of current criticisms upon education, it so happened that three of these treasured clippings were laid side by side and read in connection. The effect was so novel that the Weekly concluded to give its readers the opportunity of looking at this subject—defects in education—with the aid of the combined light of these luminous extracts. The first is from our eminent contemporary the Chicago Evening Journal.

A New Professorship Called For.

Not one newspaper subscriber in twenty-five, perhaps not one in fifty, can read the whole of his newspaper understandingly. Who doubts? Let him turn to the financial column, and read and explain the following paragraphs:

"The clearings of the associated banks were $3,700,000; balance, $285,000;" or this, "The Assistant Treasurer paid out $1,200,000 in coin interest, and $4,000,000 in redemption of called bonds;" or this, "Jersey Central consols and convertible preference stock, redeemed, were up to 7 3/4 and 70 respectively. Next, turn to the market reports; read and explain: "Pork—Receipts fair, and, under a good inquiry on packing and shipping accounts, the market ruled firm and 5 cents higher for light and heavy grades;" or this, "Lamb—Values were steady at $8.85 for piece-stuff; $8.75 for for strips and boards;" or this telegram from Baltimore, "Wheat—Western, spot, steady; futures shade higher."

Turn to marine news, read and translate: "St. Ascension (Br.), Knox, Leghorn, May 13, Naples, June 2; Malaga, 17th, to Henderson Bros." Point to real estate transfers and ask readers to interpret the following: "The und. 1/2 part, frac. sec. 10, 39, 14, June 12 (W. C. Strong to A. Cook et al.), $10,000."

More examples are unnecessary. Submit the foregoing conundrums, taken letter for letter and point for point, from newspapers now in hand, and if one teacher out of every ten in a mixed body of teachers can explain the abstractions and quotations clearly and correctly, the writer will "go to the foot of the class" without a murmur, or submit to any other penalty that a jury of brother pedagogues may pronounce.
The claim is made that those conundrums and all business intelligence and forms, even the most technical, should be regularly included in the course of every high school and normal school.

The next is from the Scientific American.

INDUSTRIAL EDUCATION.

There is an effort to establish compulsory education; but what is the child to be taught? As if in league with the false theories of the rights of labor, these efforts take the apprentices from the shops, force them away from where they would learn something, and confine them inside a school house to learn—what? Certainly nothing of the materials, or tools, or pursuits by which they are to obtain their livelihood. The child knows nothing of when or by whom the compass was discovered, the printing press, the use of powder, electricity, of steam, or of any one of the thousand mechanical operations now controlling every department of life. Does any school boy know how many kingdoms there are in the natural world, or whether an animal, a vegetable, and a mineral all belong to the same or to different ones? Will he know anything of the nature or requirements of the soils or the plants that grow in them? Will this compulsory education teach the boy anything of the iron furnace, the foundry or rolling mill, or the uses or handling of any of their products? Will it teach him anything of woods and their value, or for what and how they are useful to man?

Will this knowledge, for which the powers of the state are to be required to force him to know it—will it teach him anything of the nature or uses of metals, of metal working, or the business depending upon them? Will he teach him anything of gold or silver, copper or brass? Anything of pottery, of bone, ivory, celluloid, etc.? Will he learn anything of hides, leather, or the production of these necessary articles? Will he know whether the word textile applies to anything but a spider's web or the wing of a butterfly? Whether the United States make, import, or grow cotton, wool, silk, flax, hemp?

Will he know anything of commerce, railroads, telegraphs, printing, and the great number of clerk labors in the larger towns? Will he have learned a single thing which will assist him in his work of life? Will not every boy thus taken out of the shop and placed at the compulsory schooling find after he has mastered all it has to give him that he yet knows nothing; that he must then commence where he was and serve his apprenticeship; that instead of compulsory education his past years have been wasted in obtaining but a compulsory ignorance?

And then comes the usually steady-going Christian Union, careening after this style:

That we want common schools which will afford a better preparation for agricultural, mechanical, and commercial pursuits is very certain.

After some forcible illustrations of the disastrous extent to which human muscle has been rendered useless by the invention of machinery, it asks:

What is to become of them? (The unemployed mechanics.) They cannot go down; for all employments below are over-full. They cannot go up; for they do not know how. The consequence is that our cities swarm with reluctant idlers, and our country roads with tramps. And all the while every householder experiences the marvelous difficulty of getting a man who knows how to slack lime, or lay a plumb wall, or a plumber who can make a mason, or a carpenter who can estimate properly the relations of timbers to the anticipated strain, or a gardener who knows anything about seeds and soils, or a coachman who knows the nature and needs of a horse. By our improved machinery we are throwing men out of their old employments by the score and the hundred. If we do not, by a broader and better common school system, open the way for their children to a higher and better employment, one in which the brain shall guide the muscle, we may expect to have in another generation a poverty-stricken peasantry on American soil as desperate as that of China, and not as ready to starve submissively.

The conditions of civilization have entirely changed since our common school system was founded; the system does not, indeed, remain unchanged; but it has changed too tardily and too slightly. Meanwhile our district schoolboards have a very plain duty laid upon them by the public want, already beginning to express itself in a public demand. They need not wait for additional legislation; none is needed. They may at once furnish their respective schools with the means to make them better educators of the miners, the manufacturers, and the farmers of the next generation.

These sentiments are not uttered by mere correspondents; but by the editors of influential papers. In this hour of general dissatisfaction, of fertility in expedients and of untried theories, such opinions captivate a large part of the community. But are these sentiments sound? Are they the voice of wisdom?

SOME CRITICISMS ON PUBLIC SCHOOLS DISPOSED OF.


Education as a mere preparation for money-getting, if it be admitted, is not altogether a success. If ability to accumulate property is the faculty chiefly to be cultivated, and if success in life is measured by the bank account alone, then the training of the schools should be adapted to this end. The conditions of success in this one direction may be discovered and made known. Industry, constant application to business, saving little by little and every day, patience, perseverance, and unyielding determination, self-denial from every expenditure for mere ease, pleasure, or luxury, and from all gratification of taste and benevolence, and extreme caution in incurring obligations to other people and to the family, which must be fulfilled—this method has in the course of years led on many a man to fortune; and any young man may follow in this course if he will. Men of large property, who are presumably prosperous and happy, are often quite unlearned. In a neighboring city, one in high official position, whose industry and skill have contributed to the activities of business and accumulated for himself a competency, began an official note in this wise: "That there is a good many drapers * * * that needs repairs," etc. Here is an ingenuity in spelling, and in avoiding correct English, which speaks more for the native genius of the man than for his literary training; but he was successful as some men count success; and let it not be inferred that we are to disparage the achievements of men like these. Now, education beyond the mere ability to read and write, and especially a liberal training, does not as a rule make men better money-catchers. On the contrary, knowledge in the mind leads to a thirst for more, which it is often costly to acquire; a cultivated taste creates wants which it is expensive to gratify; and the mind interested in the study of nature, of science, art, history, is diverted from that undivided attention to business which is necessary, if one would build from nothing a large fortune. It must, then, be admitted that if wealth is the only end sought, the schools are not doing what is expected of them.

A more worthy end of education is to put the child, as far as possible, in full possession of all his faculties; to develop his reason and his power for usefulness in all the activities of life. He should learn to read, not for reading itself, but for what it will lead to. Solving a problem has no value except as it gives the child ability to solve another and forms a step in the onward progress. This is true to a great extent of all the studies in school. Trained with such an aim as this, the pupil, though no better fitted perhaps for accumulating wealth, will be better able to use, and enjoy with profit to himself and others, what he does acquire, and better prepared to meet the losses and disappointments of life; and to be a companion for himself. This higher aim of all education ought not to be overlooked.

Many people who have not been engaged in instructing the young expect too much of children. A learned man at the age
of forty is shocked that the pupils of a school are so ignorant, and display such lack of judgment and appreciation of what has been taught them; he forgets what manner of boy he himself was, and that for twenty years he has been ripening. He would be no less shocked by a mental photograph of himself at the age of sixteen. A man of business is shocked that pupils know so little of practical affairs, of men and things; in estimating what they ought to know in this direction, he must discount largely for the growth which twenty or thirty years of active life have given him—and, what is more, he must remember that a thorough knowledge of affairs cannot be taught from books in school. The value of this kind of training, however, should not be ignored; and the following quoted sentiment is commended to the attention of teachers. “The differences observed between men are not so much real as apparent; the rarest gifts and capabilities often exist in men unnoticed, because, by poverty or want of culture, they have never been brought to view even more rudeness of speech is by no means rudeness of thought, and men are not so much real as apparent

Again Prof. Seelye says: “Coeducation exerts an injurious influence on female character.” We ask again, how does the Professor know this? Has he from an intimate association with young women thus educated had his moral sensibilities shocked by the evidences of injury done to their character, and has he the means of knowing that this injury was due to the fact that they recited mathematics in the same class with young men? We do not believe this; and our belief has been compelled by ten years of constant observation. The young women who have graduated from this University show no such signs of moral injury. They show as much culture and refinement, and all womanly graces as any women in the state; they make as dutiful wives, as careful mothers, as good housekeepers, as any women in the land. But perhaps we are not in a situation to judge of the demoralizing effect of association with college men of the East, as none of our young men are criminals hiding from the sheriff, as is the case with some eastern colleges with which Prof. Seelye must be presumed to have more than a passing acquaintance. We can only speak for the West, and we unqualifiedly pronounce the criticism of the Professor wholly mistaken.

Men and women have the same mental faculties; the resemblances are generic; the differences are specific. In so far as they are possessed of faculties in common, we can see no good reason why their education should not be identical, and as God has intended men and women to be in the world together, why should they not be educated together? They are born in the same families, attend the same primary and intermediate schools, attend the same church, and no longer in this part of the world sit on separate sides of the building with a high partition between them; they attend lectures and places of amusement together, and one day’s picnic is as “dangerous” as a year’s school,—in short they are thrown together by our whole social life, and why should education be the one thing in which association should have “an injurious influence on female character?”

We do not admit that this question of coeducation has been decided in the negative; and especially do we protest against its being decided ex cathedra, by those who have had no experience against the unanimous and concurrent testimony of those who have had a wide experience, directly to the contrary.

Some women will prefer female colleges, because the range of studies suits their taste better, just as some young men will prefer the so-called “Business Colleges” because they can learn there what they wish to, without the general culture that a regular college course is intended to give. But it is no less true that “some women” do prefer the regular college course to the finishing studies that form so large a part of female colleges. There is room for both, and there will be students for both.

Again, it seems to us that the surest way to render coeducation demoralizing is to assume that it will be at the outset. Treat a man like a thief, and you suggest to him every day of his life that he may be a thief; treat him like an honest man, and you suggest to him the possibility of honesty. Show that you expect the influence of young men to be corrupting, and your expectations will secure their fulfilment; show that you expect purity of life, and this confidence will go far to secure the end desired.

Our respect for the young men under our charge will not allow us to suffer such a reproach to rest upon them; we do not believe their influence demoralizing.

Toledo, Iowa, is building a grand school building, commodious and elegant.
GRUBE'S METHOD.—IX.

Prof. Louis Soldan, St. Louis Normal School.

The order in which fractions are considered is: halves, thirds, fourths, fifths, etc. The processes to which fractions are subjected are again:

1. Pure number, and under this
   a. Measuring.
   b. Comparing.
   c. Combinations.

2. Application of what has been taught with pure numbers, in applied examples involving the four processes.

The regular illustration for fractions is the line divided into parts; a circle divided into parts may be substituted for it. It is necessary to give an abundance of practical examples under each fraction, since the four processes are explained and made use of at the very beginning. In Division with fractions, Grube urges strongly not to go here beyond the idea of half, and the like, at this period of instruction. That is nonsense, he says, to speak of a divided by one half, and the like, at this period of the instruction. That is nonsense, he says, to speak of a divided by one half, and the like, at this period of instruction.

APPLICATIONS OF THESE FOUR EXAMPLES:

1. "A. Illustration:"
   - $\frac{1}{2} + \frac{1}{2} = \frac{1}{2}$
   - $\frac{1}{4} + \frac{1}{4} = \frac{1}{4}$
   - $\frac{3}{8} + \frac{3}{8} = \frac{3}{8}$
   - $\frac{1}{6} + \frac{1}{6} = \frac{1}{6}$
   - $\frac{2}{10} + \frac{2}{10} = \frac{2}{10}$
   - $\frac{2}{15} + \frac{2}{15} = \frac{2}{15}$
   - $\frac{3}{24} + \frac{3}{24} = \frac{3}{24}$
   - $\frac{4}{36} + \frac{4}{36} = \frac{4}{36}$
   - $\frac{5}{48} + \frac{5}{48} = \frac{5}{48}$
   - $\frac{6}{60} + \frac{6}{60} = \frac{6}{60}$

2. "C. Illustration:"
   - $\frac{1}{3} \times \frac{1}{3} = \frac{1}{3}$
   - $\frac{1}{4} \times \frac{1}{4} = \frac{1}{4}$
   - $\frac{1}{6} \times \frac{1}{6} = \frac{1}{6}$
   - $\frac{1}{8} \times \frac{1}{8} = \frac{1}{8}$
   - $\frac{1}{10} \times \frac{1}{10} = \frac{1}{10}$
   - $\frac{1}{12} \times \frac{1}{12} = \frac{1}{12}$
   - $\frac{1}{15} \times \frac{1}{15} = \frac{1}{15}$
   - $\frac{1}{18} \times \frac{1}{18} = \frac{1}{18}$
   - $\frac{1}{20} \times \frac{1}{20} = \frac{1}{20}$
   - $\frac{1}{24} \times \frac{1}{24} = \frac{1}{24}$

3. "D. Illustration:"
   - $\frac{1}{2} \times \frac{1}{2} = \frac{1}{2}$
   - $\frac{1}{4} \times \frac{1}{4} = \frac{1}{4}$
   - $\frac{1}{6} \times \frac{1}{6} = \frac{1}{6}$
   - $\frac{1}{8} \times \frac{1}{8} = \frac{1}{8}$
   - $\frac{1}{10} \times \frac{1}{10} = \frac{1}{10}$
   - $\frac{1}{12} \times \frac{1}{12} = \frac{1}{12}$
   - $\frac{1}{15} \times \frac{1}{15} = \frac{1}{15}$
   - $\frac{1}{18} \times \frac{1}{18} = \frac{1}{18}$
   - $\frac{1}{20} \times \frac{1}{20} = \frac{1}{20}$
   - $\frac{1}{24} \times \frac{1}{24} = \frac{1}{24}$

Applications of these four examples:

1. If I divide one (a unit) into two equal parts, I obtain two halves. A half is one of the two equal parts into which I divide the whole.
   - $1 + 2 + \frac{1}{2}$, hence $2 + 2 = \frac{4}{2}$, $10 + 2 = \frac{12}{2}$, $100 + 2 = \frac{102}{2}$, etc.

2. If I have 3 half dollars, 2 half dollars, etc., how many dollars do I have?
   - $3 \times \frac{1}{2} = \frac{3}{2}$, $2 \times \frac{1}{2} = \frac{2}{2}$, etc.

3. If I have the calculated allowance for each?
   - $8 \times \frac{1}{2} = \frac{8}{2}$, $9 \times \frac{1}{2} = \frac{9}{2}$, etc.

4. If I have $\frac{1}{2}$ of a dollar, how much can I buy? etc.
   - $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, etc.

5. If I have $\frac{1}{2}$ of a dollar, how much can I buy? etc.
   - $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, etc.

In the treatment of the other fractions, the same plan is followed. Fourths, for instance, are first compared with the whole, then with halves, by addition, multiplication, subtraction, division, and finally with thirds. In the latter process, the illustration is peculiar and consists of two parallel horizontal lines drawn close to each other, the upper one divided into four parts, the lower one into three parts, and then each line by light marks again into twelve parts, so that both show the mediating fraction of twelfths and their relation to thirds and fourths.

The following is a brief abstract of the treatment of fourths, giving in full those details only which cannot be understood from what has been said in connection with the treatment of $\frac{1}{2}$.

THE SECOND STEP.}

Fourths.

A. Fourths, Halves, and Units.

1. If I divide one (a unit) into four equal parts, each part, etc.
   - $1 \div 4 = \frac{1}{4}$, or $\frac{1}{4} \div 1 = \frac{1}{4}$

2. If I divide 1 into 4 equal parts, each part, etc.
   - $1 \div 4 = \frac{1}{4}$, or $\frac{1}{4} \div 1 = \frac{1}{4}$

3. Name some other two numbers that have a difference equal to $\frac{1}{2}$.
   - $\frac{1}{2} - \frac{1}{2} = \frac{1}{2}$, or $\frac{1}{2} + \frac{1}{2} = \frac{1}{2}$

4. How many times must I take $\frac{1}{2}$ in order to have 1? $\frac{1}{2}$ in order to have 9? $\frac{1}{2}$ in order to have 91? $\frac{1}{2}$ in order to have 918? $\frac{1}{2}$ in order to have 9. $\frac{1}{2}$ is half of what number? 9 is twice what number?

5. The quotient is 2, the divisor $\frac{1}{2}$, what is the dividend? (The quotient 2 tells that $\frac{1}{2}$ must be contained 2 times in the divisor, hence the divisor must be twice $\frac{1}{2}$.) I must take one-half of what number in order to have $\frac{1}{2}$? etc.

6. What number is equal to the difference between $\frac{1}{2}$ and 1?

How many must I take from 16 to obtain 9 $\frac{1}{2}$?

Of two numbers the smaller one is 9 $\frac{1}{2}$, the difference between it and the larger one is 9 $\frac{1}{2}$, what is the other number?

B. Fourths and Thirds.

Illustration:

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Or, if preferred, the circle may be used to illustrate the same principle, as follows:

1. Fourths and thirds meet in twelfths.

\[ \frac{1}{4} = \frac{1}{3} \]
\[ \frac{1}{4} - \frac{1}{3} = \frac{1}{12} \]
\[ \frac{1}{2} \times \frac{1}{3} = \frac{1}{6} \]
\[ \frac{3}{4} \times \frac{1}{3} = \frac{1}{4} \]

2. Compare \( \frac{1}{4} \) with \( \frac{1}{3} \). \( \frac{1}{4} = \frac{1}{4} < \frac{1}{3} \).

\[ \frac{1}{4} \times \frac{1}{3} = \frac{1}{12} \]
\[ \frac{1}{2} \times \frac{1}{3} = \frac{1}{6} \]
\[ \frac{3}{4} \times \frac{1}{3} = \frac{1}{4} \]

3. Compare \( \frac{1}{2} \) with \( \frac{1}{3} \), etc.

4. Compare halves, fourths, and thirds.

5. Fractions, integers, and mixed numbers.

6. Combinations and rapid solution of problems.

C. 1. Applied numbers with fourths.
   2. Applied numbers with halves, thirds, and fourths.
   3. Examples in analysis.
   4. Miscellaneous examples.

The other fractions are treated in a similar way.

In giving an outline of Grube's method of teaching the elements of arithmetic, no attempt has been made to comment on any part of it, as it seemed desirable to submit the whole system as originally set forth to the judgment of practical teachers. Many points are open to criticism and not a few may be obvious mistakes. A great number of text-books in arithmetic have been written in this country, in which Grube's work was first published, which have improved the original system and adapted it to the special wants of different school-systems. It seemed better, however, to present the system as it was originally conceived, without giving expression to criticism and difference of opinion, and to let the well-known skill and ingenuity of the teachers of our common schools adapt it to our peculiar wants and make such improvements and changes as may seem expedient.

In regard to one point of the system, however, it looks as if there could be no mistake. The thoroughness with which illustrations are used is an indispensable condition for successful work in the primary grades. If the introduction of the kindergarten has taught some lessons to all of us, the least important among them is certainly the remarkable results accomplished in arithmetic, which is taught incidentally by means of the building-blocks of Froebel's "gifts." The writer has visited a kindergarten in which problems like "how many twenty-sevenths in three ninths?" were solved by children five or six years old without any perceptible difficulty. The explanation of this proficiency lies certainly in the fact that ninths and twenty-sevenths are, for those children, not abstract terms, but names of some of the little cubes in their toy box, and that ninths and twenty-sevenths are the names by which they know those little objects with whose comparative size long use has made them perfectly familiar. The association of arithmetical ideas with perceptible objects alone makes arithmetic intelligible to the child. There can be no doubt that many of the methods of instruction used in the kindergarten are excellent and very suggestive and should be carried over into the primary grades as far as the character of the school-room which must be kept distinct from that of a kindergarten admits. In the common school children learn by the senses of hearing and seeing; in the kindergarten by seeing, hearing, and touch. The hand is a very important means of education, and it seems evident that pupils in the primary grades, who are allowed to handle suitable objects, in arithmetic, to count them, to arrange them so as to represent the problems given to the school, will be able to do better work than if instruction in this important study is imparted without the help of objective illustrations.

**REVIEWS.**

**Principles and Practice of Teaching.** By James Johonnot. (New York. D. Appleton & Co. Chicago: Jansen, McClurg & Co.)—The author of this work is a teacher of long experience and of considerable literary culture. He has written a book which is of value to teachers.

He writes with the conviction that the feeling is very prevalent that, "in some way the schools are out of joint with the times and that the instruction which they afford is not the highest and best, either as a disciplinary force, or as a preparation for the duties and occupations of life." Consequently his book is an endeavor "to examine education from the standpoint of modern thought." To many persons that phrase, the "standpoint of modern thought," bears a suspicious look. But the standpoint assumed here is that which has been held for the last twenty years by all advanced teachers. It is new only to the fossils and to those who are in a fair way to become fossils.

As this is a book of special value to teachers we shall make no apology for giving a good deal of space to it. To give an idea of the author's views and methods a few illustrations will suffice. On page 71 he makes a good point and one which is to be commended to the consideration of 99 teacher in every 100.

**Wrong Practice.**—The great conspicuous evil practice in our schools, once almost universal, and still widely prevalent, is that of obliging pupils to commit to memory the words of the text-book. This practice seems to have its origin either in the ignorance or indolence of the teacher, and is one calculated directly to nullify, rather than expand, the mind. It fixes the primary attention on words rather than on thoughts, which words are arranged to express the thoughts. The words memorized to-day are forgotten to-morrow, and often the thought is never obtained. This process, by substituting apparent for real knowledge, so far consumes the time of the pupil that the attainment of real knowledge is rendered nearly or quite impossible during the school period.

**Example of this Practice.**—A little girl of eleven years came home late one day, and, on inquiry, said she was detained because she could not recite her lesson in geography. As she had forgotten but one word, however, she soon learned it, completed the lesson, and was dismissed. When asked what the word was, she could not tell, although she came fresh from her recitation only across the street. Upon examination the following was found to be the sentence which made the difficulty, and which she and the other members of the class were obliged to repeat: "The Danubian provinces of Servia, Moldavia, and Wallachia are nominally independent of the Sublime Porte." Further investigation proved that the teacher had made no effort to explain the meaning of any one of the terms used, that no maps were employed in
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superior as a tool for molding the young teachers and girls who fill our Normal Schools. Its strength is in its practicalness, in its advice, and sensible application of principles.

As a reasoner and philosopher the author seems to be lame at times. For example. After explaining Descartes' famous Cogito, ergo sum, and then illustrating the principle that the materials and order of thought are furnished by the outward world, he remarks: 'These positions show the ground for the reconciliation of the apparently antagonistic ideal and real schools of philosophy, and at the same time serve as a guide to educational processes.'

We will not dispute the last statement, although we confess we cannot find the path into which these positions guide. But if the two propositions, viz. : The only real things known to us are ideas, and, The materials of thought are in the outward world, present a ground for reconciliation between idealism and realism, we would like to know where the ground is of their antagonism.

Again; the temptation was not resisted to expound that fascinating but hitherto fruitless generalization that there are striking points of analogy between the development of the individual and the development of the race. As an embellishment, or as food for thought, it might be allowed. But the reader is told that of the knowledge gained from this twofold examination of individual and race development 'enough is now understood to be of the greatest service to the teacher in preparing his course of study, and in determining the method to be pursued.' The proof of this statement nowhere appears in the book; and we would like to have a single principle named in the history of education which cannot be clearly derived, or which as a matter of fact was not derived, from a simple study of the individual, independent of a study of the development of the race. We would like to know the teacher that ever received any help in preparing his course of study, or in choosing his methods, from a study of the growth of the race. In saying that this generalization is fruitless so far as the practical work of education is concerned, we do not mean that it is useless. But we protest against a valuable work on education, as this is, containing any loose or unwarranted general statements. It is a fault to which we are all prone. A teacher of teachers ought to avoid it more than all others.

The chapter on moral culture is to us one of the most satisfactory in the book, although it is usually the least satisfactory in books of the kind. It wisely makes no pretensions to science or philosophy, and yet it is systematic. It contains little that is not practical or right to the point. The book will be useful to any teacher and particularly to those who have reached the point where an understanding of the principles of composition are of more importance than mere rules. The present work is the best book that we have seen on the subject of composition, and it must be read by every teacher who would write well.

The Educational Weekly.

Prime of Design. By Charles A. Barry, Supervisor of Drawing, Public Schools, Boston, Mass. (Boston: Lee & Shepard. New York: Charles T. Dillingham. Chicago: Jansen, McClurg & Co. pp. 100, price 75 cents.)—This is a very pleasing little book, and must prove quite suggestive in the hands of an active drawing teacher. It has much less of machinery and minute-ness of detail than most books of the kind. It presents many exercises in composition that do not comply with the accepted laws of design, which, more than pages of criticism, will impress the pupil with the beauty of the following designs which do comply with the established rules.

Fowne's Manual of Chemistry, edited by Robert Bridges, M.
In 1857, Illinois had so far recovered from her financial embarrassment that she was enabled to fulfill the promise made twenty-two years before; so the interest upon these funds was applied to the support of the new institution.

At the session, the state owed these funds about $30,000. It decided that $65,000 of this should be used to liquidate the debts of the institution, and the remaining $34,000 to augment the principal.

In 1865, the state made its first appropriation from the General Treasury for the benefit of the school. It relieved the institution from certain unpaid obligations, which amounted to about $30,000.

The interest upon the funds already named was entirely adequate to meet current expenses until 1859, since which time there has been an additional appropriation of $10,000 a year.

There have been about 4,000 students in the Normal Department, and about an equal number in the Model or Tuition Department. About nine per cent of its students graduate, the average student attending about one year. The small percentage of graduates is accounted for by the fact that a large number are teachers before entering the school, and, after an attendance of about three terms, return to their chosen work. Fully 1,000 of its pupils are now in the district and graded schools of the state.

In the first thirteen classes, there were 201 graduates, fourteen of whom are dead. Reports have been received from nearly all the survivors, of these about one hundred and three who have not taught. Two have discharged their obligations by paying their tuition in full, and the other became a "missionary" for a book house. Nine served an average term of two and a half years in the Union army, while the average teaching has been six and one-fourth years. One has taught eighteen years; two, sixteen; four, fourteen; six, thirteen; four, twelve; ten, eleven; eight, ten; five, nine; thirteen, eight; fourteen, seven; twenty-one, six; and so on.

In the last five classes there have been 100 graduates. Of this number, one is dead; two have discharged their obligations by paying their tuition in full, six have taught constantly since graduation, one is invalid, two have continued their studies elsewhere, while only six of the remainder have not taught, and three of these were of last year's class, two of whom probably will teach the coming year; while sixty per cent of all the persons that have graduated taught in the year 1877-78.

In addition to the above a considerable number of the graduates of the Tuition Department became teachers,—a number twice as great as will supply any deficiency from the Normal Department.

The undergraduates are found in nearly every county in the state. Of course, not all are successful; but the very great majority are doing excellent work, and are returning a large dividend for the investment. Of the money annually spent in the state for public schools, not one-eighth of one per cent has been expended on this institution. Several of the Seniors are already employed for the next year.

During the last few years the professional or special normal work has been greatly increased, and the result is that persons do not seek the school unless desiring to fit themselves for teaching. No one is received who does not pledge himself to become a teacher in the schools of the state, unless he be from another state, in which case he is required to pay tuition.

The public is cordially invited to come and see for itself what the institution is doing.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

The third annual session of the Minnesota State Educational Association was held at Minneapolis last Tuesday, Wednesday, and Thursday. The meeting was not very largely attended, only about 150 teachers being present. Nor was it a very enthusiastic meeting, for some reason. It may not have been well advertised, and it may be that a large number of the teachers of the state were away on vacation trips, but when we remember the success of the meeting last year, we can hardly attribute the lack of numbers and enthusiasm to the latter cause. It was unfortunate that the local committee and the superintendent and teachers of Minnesota were absent from home. If it had not been for County Superin tendent C. W. Smith and Prof. Thompson, who returned from a vacation tour only the day before the Association assembled, and for considerable activity on the part of Prest. Folwell, the meeting would have been doubtful whether they had not all assembled in the wrong town! To add to the disappointment and discouragement of those who did attend, the street railway track to the East Side, where it was announced that the sessions would be held, happened to be torn up for a few days, and the capacity of the track to apply Dr. Hewett's washing suggestions to their schools next winter was pretty well tested. After holding two sessions in the hall of the University, it was decided to engage the "As sociation Hall," on the West Side, for an increased attendance, but also tuned up the spirits of those who were trying to have a good meeting.

The session Tuesday evening was occupied by a brief address of welcome from Prest. Folwell, and the annual address of the President of the Asso-
ciation, Prof. D. C. John, of Mankato State Normal School. Our space will not permit even an abstract of this address or of the papers read at subsequent sessions, though we hope to present some of them in future issues of the WEEKLY.

Wednesday morning a paper on "Programme for Gradated and Ungraded Schools" was read by D. A. Stockley, Mr. H. A. Pratt, of Fairbault, read an able paper on "Methods of Conducting Recitations," taking the precautions of the way, the results, and the method of study; that a regular course of study is necessary to a thorough and complete understanding of any subject. In the primary grades language should be the most important study. The student must do his own work. The relation of the pupil to the teacher is similar to that of the engineer to the engine. He then considered how the processes should be adapted to the above principles. The idioms of the subject are such that each one will learn with the best success. The young and inexperienced teacher should study the methods of good teachers and then form a method of his own. He considered the analytic method the best. The whole must be studied, and each part must be considered with their reference to each other and to the whole. The analytic method of study differs not materially from the method of observation of objects around us.

Prof. C. A. Morey, of the Winona State Normal School, read a very interesting paper on "Complimentary Paper," which was requested for publication by a vote of the Association.

In the afternoon, Supt. A. D. Roe presented a paper on "School Buildings, Grounds, and Equipment," relating chiefly to the country schools. He would have school buildings so situated that the air could be secured, not improved, and yet sufficiently sheltered, on elevated ground, in a healthy locality, with plenty of room for games and gymnastics. He also laid great stress upon the importance of free air and upon the health of pupils.

Supt. Geo. C. Tanner, of Steele county, read a paper on "The Best Method of Educating County Superintendents," an outline of which will be published in The WEEKLY.

The claims of the Institution for the Defed, Dumb, and Blind were presented in a brief address by Prof. Noyes, the principal, which awakened a good deal of interest in the Institution. In the section for Higher Education, presided over by Prof. L. Wright, of St. Paul, Prof. F. B. Hendee, principal of the schools at Fairbault, read a paper upon "Some changes in our Gradated Schools Demanded by the Times."

Prof. C. M. Boutelle, of the Winona Normal School, read a practical and valuable paper on "The Study and Teaching of Science." In the evening, Supt. Bart read a paper prepared by Prof. Gray, of the St. Cloud State Normal School, and the paper by Prof. H. E. R. Stearns, of the State Normal, on "Natural Science in the Common Schools." An interesting discussion followed. Mr. Bart had argued that the high schools should accomplish more and place pupils in the walks of life, of that much of the prejudice against high schools was owing to a conviction that they afforded nothing of practical utility to their graduates, and that this prejudice could be largely overcome by teaching natural science in the common schools. The discussion was conducted in quite a general manner, each speaker being limited to five minutes.

Thursday was the best day of the three. In the morning the following officers were elected for the following year: President, Supt. O. Whitman, Red Wing; Vice President, Prof. L. B. Sperry, of Northfield; Secretary, Prin. H. W. Slack, St. Paul; Treasurer, Prof. C. A. Morey, Winona. Winona was chosen as the place for holding the next session of the Association. Prof. Morey took an active part in the proceedings.

Prof. Morey's paper on Compulsory Education was then taken up for discussion. The position taken by Prof. Morey—favoring compulsory education—was sustained by Prof. Goodhue, of Wheaton College, and Prof. Sperry, also of Carleton College. The paper was defended by Supt. Hancock, of Goodhue county, and briefly by its author. The question was referred to the committee on resolutions.

Prof. L. Wright read a paper upon "Spelling."

The most interesting discussions at the various sessions were upon the subject of "School Hygiene," first presented by Prof. L. B. Sperry, in a vigorous and very practical address, and given by J. N. Hewett, Secretary of the State Board of Health, who stood for two hours a steady cross-fire of questions from interested teachers and superintendents.

No report was made, in this session, of the exercises at Minneapolis, and we can only say that those who were not fortunate enough to hear the remarks of these two men, both practical physicians and earnest students, lost an opportunity which seldom occurs. There was more of real value in the discourse than in the exercises, and the result will probably be beneficial to the health of the school children of the state.

Supt. C. W. Smith gave some interesting notes on his experience in visiting schools. He was followed by Supts. Roe and Towner, who spoke from the position of the county superintendent. By the way, the attendance at the conference, as understood, was not large, but those who appeared upon the floor in discussion were men of fine intellectual ability, good culture, and extensive experience in educational work.

The following resolutions were reported by the committee—Pres. Polwell, Prof. Sperry, and Prof. Everett—and adopted.

Resolved, That we extend our sincere thanks to the daily papers of St. Paul and Minneapolis, especially to the Minneapolis Tribune for their interest and assistance in making the meeting of the Association so pleasant and helpful to the members and so profitable to the general public.

Resolved, That the Association, feels it is its duty to communicate to the people of this state the habit of superintendent of Public Instruction so able and efficient man as the Hon. D. Burt. His unassuming and self-denying service has already secured him the love and regard of his fellow citizens, and it is hoped that he may be spared to us yet many years to lead and assist in perfecting our educational system.

Whereas, The act passed at the last session of the legislature for the encouragement of higher education, in many communities, to help in the improvement of the schools, it seems proper for the Educational Association of the state to express its views upon this subject, therefore,

Resolved, That we consider a judicious use of state funds for this purpose fully warranted by the design of our system of popular education and quite as proper in the case of schools furnishing instruction preparatory to collegiate and university courses as when the aid is directly given to such higher institutions of learning.

Resolved, That we consider the passage of such a law at this time very opportune and significant in view of the demand for a higher grade for elementary schools in our state. By such legislation our state has not only committed itself to the support of higher education in accordance with its representation for general intelligence and industrial progress,

Resolved, That the law in question should be amended to permit our cities as well as incorporated villages and towns to share its benefits, and that we hereby authorize and encourage the one already existing and hereafter extend the benefits of the law to the counties, and all those which may hereafter share in this form of encouragement to higher education.

Resolved, That it is the conviction of this Association that every teacher should take care and carefully peruse some one or more of the educational journals now published in our country, and we heartily commend THE EDUCATIONAL WEEKLY, published in Chicago and edited by practical teachers from the Northwest, as the one more especially adapted to the wants of our teachers.

Resolved, That this Association appreciates the efforts of the State Board of Health to improve the public health, and requests that the teachers hereby agree to cooperate so far as possible with its members in making the people familiar with the best features of such laws and their results.

A lively company took advantage of the opportunity afforded by the local committee, on Friday, and made an excursion trip to Lake Minnetonka.

STATE EDUCATIONAL INTELLIGENCE.

ILLINOIS.—Tayson, Dayton & Scribner's system of Penmanship has been adopted by the Chicago Board of Education, also Anderson's History of the United States, Robinson's Practical Arithmetic, the Model Readers, Swinton's Word Book, and Steele's Natural History. It was voted by the Board that no state-aided school should be furnished with these books, and that every pupil must have a copy of them. The publishers were requested to furnish a copy to each school at the lowest price that any series of Readers has been offered, the price to be computed upon the quantity of reading matter contained in the respective volumes.

The first annual session of the Macoupin Co. Teachers' Normal Institute is eminently successful. It is considered that an average of six weeks. It is under the supervision of Supt. F. W. Crouch, assisted by Prof. J. Pike, J. S. Kenyon, and J. D. Colley. There are 87 teachers now in attendance, representing six counties. The teachers of Macoupin Co. are beginning to recognize their Normal as indispensable. No better drilled, more energetic, or thoroughly practical teachers can be found in the state than in Macoupin. This session will close with an examination August 27, 28, 29, for Normal Certificates. It is proposed that next year it be made an annual county institute and the teachers of other counties be invited to participate. It is believed that 200 teachers will attend it next year. Hon. S. M. Ester, State Supt., lectured before the Normal class on the 19th inst.

INDIANA.—The Northern Indiana Normal School closed its most prosperous year Aug. 8. There have been 1,580 students in attendance during the school year.

Prof. W. H. Ferritch, of Muncie, the well-known elocutionist, has received an appointment to a professorship in the Methodist College at Fort Wayne.

The city schools' institute at Indianapolis has been prolonged to Aug. 30, when it is expected the new superintendent, Prof. H. S. Tarbell, now State Superintendent of Schools in Michigan, will be present and proside.

Supt. Barnett is retained for another year at Elkhart, with Principal, Chas. M. Cleary, and Misses Kate Dye and Mary Parry, to assist him in the high school.

Supt. W. B. Allen, Mr. D. B. Nowell, Misses Celia Wilkinson, Mattie Benjamin, and Candace Bourrough, constitute the force to be in charge of the new school next year.

At Crown Point Mr. W. W. Chesire remains Principal in the down-town building. Mr. Andrews is appointed to the charge of the old Institute house. The nine teachers have their salaries reduced this year by a total of 400—the subordinates 85 per month.
IOWA.—Tama county Normal Institute began Aug. 12, with 100 teachers enrolled which number is gradually swelling to 200. Co. Supt. Brown is the conductor. His assistants are Prof. J. J. Andrews, of Toledo schools, Prof. W. H. Black, of the high school of Waverly, and Prof. W. B. Calvec, formerly of Tama county schools. Work has commenced in earnest and all things promise a good session. Prof. Parker, of the State University, will deliver a course of lectures on the various arts.

Rev. W. F. Barclay, A. M., of Northwood, has accepted the principalship of Albion Seminary; he is also to be the pastor of the M. E. Church.

Supt. Guthrie's salary at Iowa City has been raised to $1,500, and he has been engaged for three years.

From the Normal Monthly we gather several items of news.

The State Teachers' Association will meet during the holidays at Marshalltown.

G. W. Guthrie becomes principal at Centerville; Orton Scott at Tipton; R. G. Young, at Mechanicville; J. H. Marvin, at LeClaire; Mr. Mowat, of Newton, at Winterset; Mr. Applegate, of Krogville, at Sigourney; Mr. Park Hill, at Anamosa.

TENNESSEE.—The Southern Educational Convention held at Chattanooga last week was largely attended by representatives from all the Southern States, and an interesting time was had. We hope to have room in these columns next week for a full report.

Oklahoma.—Women may hereafter vote at school meetings in this state, a homely custom creating a vacancy at that county. . .

Supt. Owen, of the State University, was announced to the trustees yesterday; Gifford, of Fort Wayne, Ind., and Ypsilanti another, to Detroit builders, for $17,5000, to replace the fine building burned a few months ago. Wapland, Allegan county, though but a small place, is to put up a $20,000 house.

The changes of superintendents and principals, so far as announced, are hardly so numerous as usual. Supt. Bemis, at Coldwater for some years, has resigned to accept a position in Ohio. Principal Fall, quieted out at Flint in a shabby way, becomes Professor of Natural Sciences in Albion College. Owoos has engaged Supt. E. H. Crowell, long of Stanton. W. S. Webster, late of the Fort Gratiot school, takes the principalship at Carleton the coming year; Prof. C. M. Cady, of Oberlin, that at Royal Oak; and James Jordan, of Decatur, a recent graduate of the State Normal, that at Lawton. W. H. Belhows, son of Prof. Belhows, of the Normal, goes to Saginaw. Miss Shaw, of Chicago, a graduate of the high school there, and reported to be an accomplished scholar, takes charge of the ward school. Supt. Williams and Mr. G. C. Glover, resign at Sturgis, both going to Chicago to work for Clark and Maynard. Other personal affairs, as follows: Hon. Ira Mayhew, of Detroit, formerly State Superintendent, was announced to deliver an oration on Business Colleges,—their Work and Place in a System of Education,—before a national convention of business-college teachers in the city of New York early in August. Prof. W. K. Kelso, a graduate of our State Agricultural College in 1870, and subsequently Professor of Chemistry at Kansas Agricultural College, has been appointed to the same position at Oberlin.

NEW HAMPSHI RE.—Women may hereafter vote at school meetings in this state, a homely custom creating a vacancy at that county. . .

Practical Hints and Exercises.

A LITTLE FALSE SYNTAX.

1. "We have no corporal punishment here," said a schoolmaster. "Corporal is opposed to spiritual. Say, corporal punishment. Corporal means having a body.

2. "He rose up and left the room," said the Irishman who was halsted down the coal pit did not observe this rule.

3. "Set down and rest yourself," said the Irishman who was halsted down the coal pit did not observe this rule.

4. "The second session of the school for white persons has just closed at the University of Wisconsin. The entire population of the state is less than a third of a million. The total number of free public schools is 2,599; of free public school-houses, 2,223; total number of teachers, 3,669; of free public schools of Madison will make so as to allow the principal a new one. Great dissatisfaction still exists, however, and it is feared the results upon the city schools will not be favorable.

5. "That is on the state list," the teacher of high school, which goes to Jonesville, declined; J. W. Ewing resumes at Ionia.

6. "I prefer the yolk of an egg to the white," the more common word is yolk, with the 1 wounded; but if yolk is used it should be pronounced like yok.

7. "He is quite as good as me," say, as good as I. Also, instead of as good as him, say, as good as he.

9. "How do you like this kind of peas?" say, these kinds; a noun in the singular number will not allow its adjective to be in the plural.
WE present some more synopses of the lectures before the recent State Teachers' Institute of Michigan, as reported for the Lansing Republican.

READING—PROF. E. A. STRONG, OF GRAND RAPIDS.

He would define reading to be "apprehension of thought as derived from the written or printed words," or, in other words, the essential elements in reading are: 1, reading matter, something to be apprehended; and 2, a reader, some one to apprehend. A hearer is not a necessary element. The object of reading is to gain knowledge, not for the sake of acquiring new words, to apprehend higher culture and broader views. There may be too much re-reading of the same matter in our schools, or there may be the extreme of having the analysis of the sound and more difficult problems of mathematics. The proper range of work in the institute does not include the difficult and complex questions in arithmetic. Ordinarily the things which teachers generally ask about should be excluded from institute instruction. Its province is with the common and fundamental principles of notation, numeration, addition, subtraction, multiplication, division, and percentage. The question whether processes or principles should be taught first is an important one. Some would have the processes thoroughly learned before the principles are explained. Prof. Olney would teach the principles and bring in the processes as practice in connection with and for the illustration of the principles. Two objects should be kept in view in teaching primary arithmetic; first to see that the pupil has an intelligent appreciation of the processes, and, second, to fix results in the memory.

TRAINING TO ATTENTION—PROF. PUTNAM, OF THE STATE NORMAL SCHOOL.

Attention is not a faculty, but a habit, and can be formed as other habits are formed. Teachers frequently ask too much of their pupils. The child's attention can not be directed for a very long time upon any subject. Attention cannot be obtained by asking for it or demanding it; not by fretting or scolding about it. The attention must be secured by exciting the child's curiosity, and then retained by giving him something to think about, something to ponder over, something to fix in his mind, not by trying to drive out what is there. Allow the child to do something; his nature requires him to do something, and you must give him the opportunity for doing it. Attention is obtained by determining something for him to do, not by saying to the pupils, but by determining to pursue such a course as shall secure and retain it. A teacher will accomplish much in training pupils to give attention, by being a practical example and giving close attention to class work. Attention can be secured by having pupils all realize that they are liable to be called on at any moment to reproduce the lesson of the day or any previous lesson.

HOW TO MANAGE HIM.

I WAS fairly puzzled. I had tried moral suasion, I had tried 'punishment,' but the boy seemed incorrigible. He had been taken from a lawless private school and sent to me. His last teacher had expressed himself as glad to be rid of him, and he had evidently entered my school with the determination of 'having a good time,' which meant, in his opinion, getting as many boys into mischief, and annoying me as much as possible.

The boy was gentlemanly-looking, bright and apt; but "obedience" and "order" seemed to be terms which he habitually and systematically set at defiance. I think they make a mistake, who compare children in the hands of a teacher to blocks of marble or pellable wax. Few are the pupils who would bear out the analogy; as such are generally of the class that "die young." The majority of children of either sex, and of all ages, are ended with powerful wills, and the ease or hardship of a teacher's lot depends much upon the bias of those wills. If it be in the direction of right, his work will be a delightful pastime, but even if it be toward evil, he will feel a certain enthusiasm, an inward glow within him if he is truly a teacher, which will enable him to cope with the evil and overcome it. It was thus with the case in hand. The weak teacher's resolve, suspension and expulsion, is possible, and I have no doubt that the reputation of the boy for mischief would, in the eyes of my patrons, have borne out the deed; but the remembrance of former victories, and the heartfelt desire to train this smart boy into a good and useful man, made me shrink more than usually from such an alternative. I walked away from the school in some perturbation. What course had I best pursue? The boy might strike me, "Putnham, perhaps he will endeavor to deserve this trust." I caught at the idea, and that afternoon, having called my Fourth Grade to the blackboard, I said, "Brice, I have been some time trying to teach this grade how to do Long Division. Sometimes children catch such things quicker from an older teacher than from a teacher. You are quite apt at Arithmetic, will you come up here and try what you can do for them?" The boy's face flushed, but he came up with alacrity, and I never saw more patient, thorough work done than he went through for the next half-hour, and had no more trouble with Brice that afternoon, nor have I had a great deal since. As soon as I see him becoming restless, I call on him to help me with some of the lower grades, after which he will always return to his own task with renewed diligence. This method, doubtless, is old to many of you, but by some it may have been untried, and to such I submit it, hoping that they may meet with like success. Cor. Maryland Journal.
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TO SCHOOLS AND TEACHERS, AND TEACHERS' EXCHANGE. —The advertisements published in the Educational Weekly are a part of the paper. The following advertisements are a part of the paper. They represent the principal facts of the leading book publishers and others with whom all teachers and school boards must have more or less trade. They represent the most complete lists of books and periodicals which the publishers have on hand; and when you would have yourselves of any of their offers, write directly to the advertisers and not to the Weekly. Many of the book publishers have been so pleased with the Weekly that they have given us permission to insert their advertisements without mentioning the name of the journal. We claim that this is the best book published on Natural Philosophy for School use. It has 400 illustrations. Price for insertion, 90 cents by mail, 50 cents.

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Teachers of Rhetoric in our Schools and Academies will, we think, find much of value in this book, and practical work on Rhetoric has been met by Prof. Hill.

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