Editorial.

Industrial Education in Our Common Schools.

The remarks by the Scientific American on Industrial Education, quoted in these columns two weeks ago, are certainly not of a very scientific character. They force us to ask, How long since the editor served upon the school committee of his town, or visited the graded school nearest to his own home? Not to be diverted just yet by the surprising English of this sentence, "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," let us ask the writer of this unique passage if he ever inquired in an intermediate school or high school, How many boys and girls know when and by whom the compass was first used? Who first used movable types? Who is reputed to have been the first person in Europe that made an explosive compound, supposed to be analogous to modern gun-powder? Who proved the identity between lightning and electricity? Who first applied steam as a motive power? If he will take the trouble to do so, we venture the opinion that he will find nine pupils in every ten giving him correct answers. It will be observed that we have taken the liberty of putting into his questions what it is presumed he really meant to ask. But for amusement suppose we call to the floor this scientific editor and put to him, verbatim, some of his own questions, for inability to answer which he deprecates our school children and their schools. Mr. Editor, tell us who discovered the Mariner's compass. (He gives it up, and on the whole rather thinks it never was discovered. As to its earliest forms and uses he admits that history is entirely indefinite.) Now, my good boy, who discovered the printing press? (He blushes a little, and the boys and girls in the Third Reader begin to laugh at his question.) Well, may be, then, you can tell us who discovered electricity? (No, he says he can't. Neither does his history book. And as to the discovery of the innumerable uses of electricity,—for may be his question means that—he confesses he hasn't read up, and hardly thinks it worth while, so various and numerous have been the advances and improvements.) Now, my industrial lad, will you exert your industry to demonstrate to us that you actually "know that from instinct the young of animals seeks (seek) its (their) food and expands (expand) its (their) lungs, as by the same instinct the root of a seed (tree) sucks up its nourishment from the soil and sends its leaves—of the root we presume—up to breathe the air?" With all his industry and industrial education our Scientific American lad fails to demonstrate his proposition.

But we will pester him no longer, and apologize for our digression by expressing the hope that hereafter when he attempts to write on education he will have a little respect for the intelligence if not for the education of his readers. That part of the Scientific American's comments which really deserves serious consideration will be noticed with the next paragraph.

The Christian Union, we are sorry to say, voices a sentiment which for the present seems to overpower all reason and prudence, as it seems to us. This is its text: "We want common schools which will afford a better preparation for agricultural, mechanical, and commercial pursuits." This opinion, affirmed by many eminent educators, demands careful consideration. The Hon. E. S. Carr, Superintendent of Instruction in California, says:

"I hold it to be quite as much the duty of the state and municipal governments to provide special schools of an industrial character, as to support high schools."

The Hon. M. A. Newell declares:

"The state which acknowledges its obligation to teach children to read cannot logically deny its obligations to teach them to work."

Other eminent authorities might be quoted to the same purpose. While the Weekly is as severe and outspoken as any in condemnation of many defects and abuses in our common school education, it must say, with all deference to these distinguished opinions, that it disenters from them most positively. We do not undertake to say that in the scheme proposed by the Christian Union and these educators there is anything inconsistent, absurd, or impossible in theory. We can see no propriety in raising the question, Has the state a right to provide this industrial and technical education? We freely concede that such free education might be, under circumstances, of great value to the individual citizen. The main question is this: Do circumstances in the aggregate demand that our common schools shall be converted into mechanics' apprentice schools? Would it be wise to provide schools at public expense to which boys might go, and from which they might graduate with some recognized right to deem themselves carpenters, blacksmiths, hostlers, etc., and the girls with some recognized right to deem themselves chambermaids, house-keepers, seamstresses, etc?

Let us examine the propriety of this policy from the standpoint of necessity, advantage, and philosophy.

The only necessity that is urged in favor of this change is the...
necessity of aiding the laboring classes to obtain employment and to make a living. Or as the Union puts it:

"These unemployed mechanics cannot go down, for all employments below are over full. They cannot go up, for they do not know how. And 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 tight joint, or a carpenter who knows how to estimate properly the relations of timbers to the anticipated strain, or gardeners that know anything about seeds and soils, or coachmen that know the nature and needs of a horse."

The conclusion meant to be drawn is, "There is abundance of work to be done if men were only educated upon a high enough plane to perform it." We confess we cannot see that the facts support this proposition. Does not the editor of the Union know of many men of large mechanical and mercantile skill and experience who have found it hard to keep the wolf from the door during the past three or four years? In proportion to the number of men in these higher walks of labor there has been as much unwilling idleness and discomfort there as among the lower classes. Their suffering may not have been quite so great or conspicuous, because of their superior forehandedness. But for-handedness is a quality with which mere school training of any kind has little to do. Suppose the great army of clamoring workmen had been trained in schools of the kind now so loudly demanded, and that they were thus as laborers able "to go up," in the Union's phrase; does anybody suppose that the hard times and the labor difficulties would have caused us any less trouble and commotion? The truth is, under the circumstances of the last few years there has not been enough work to supply hands skilled or unskilled. It is impossible to see how "a better preparation for agricultural, mechanical, and commercial pursuits" would have helped matters. What can be gained by moving people from a suffocating lower story into an upper story where they are and will be as surely smothered by their own numbers?

The Christian Union looks in the wrong direction for a solution of the difficulty. The moral element is more largely involved than the intellectual in the poor workmanship it complains of. The great want is not of ability, but of conscience.

The other evening we saw the driver of the car of a furniture house stuffing a fine mosquito bar in between a bedstead and the rail of the wagon body, rather than go into the wareroom for proper wrapping. What did the man need—intelligence or conscience? Our neighbor has a pair of wire doors to his house, which are a perpetual eyesore to him. In the shop of the same carpenter, and made by the same hand, is some excellent work. Such cases are everywhere. To one mechanic or artisan who sins or fails through ignorance there are a hundred who sin—it won't do to say fail in a money sense—from want of honesty and manhood. We will leave it to the experienced "householder" if such is not the fact in regard to his carpenter, his mason, his gardener, his coachman, and particularly his plumber. We would even leave it to the editor of the Union himself, if he has ever had any experience in buying the alluring but depraved baskets of peaches with which Chicago markets abound.

The Weekly holds to the position that the true function of the public school is not to educate in the trades but for the trades. It is not to take shops into the school-room, but to fit scholars to go to the shops. Its duty is to put boys and girls into full and right possession of all the faculties with which nature has endowed them, not only the physical and mental, but especially the moral. If these writers will modify their broad assertions and say that we want common schools which will better prepare for the trades, not by imparting special dexterity and technical skill, but by giving to our youth a right to a higher premium for general purposes; in the language of horse fairs, by giving to them a greater availability by moral character and general intelligence and strength of mind, we shall heartily support them.

The State Superintendents of Pennsylvania and of Minnesota are both credited with saying in substance, "Boys and girls graduate from our high schools without the ability to do anything. They cannot farm, they cannot run locomotives, they cannot survey, they cannot make dresses, they cannot make bread, they cannot perform any of the more comprehensive and responsible duties of life. Therefore, our common schools, so far forth, are a failure. They do not do for the people what they should." Gentlemen, not so fast. Your premise we may grant but not your conclusion. You might as well say the water lying quietly behind the hills of Sheffield is good for nothing as a power. You might as well say your stock of coal is good for nothing, because lying in your bin it manifests no power. You forget the great law of nature, that to exert power there must be somewhere a reservoir of energy, a storehouse full of units of force.

In the language of the books, kinetic energy can be produced only at the expenditure of a definite amount of potential energy, and where the latter does not exist the former cannot. These advocates of apprentice schools will certainly admit that in the philosophy of education, the period of school life is but a period of storing up energy, of accumulating force. It is but putting the water high up among the hills. It is but preserving the coal to have it ready for the furnace and the engine. Between the new theory of education as expressed by these technical and industrial schools, and the prevailing theory, the question is simply this:—Which is best for the community and the individual? To have this intellectual energy or power to do work accumulated and stored in large mass as in the lake and coal field, or, by drawing upon it too soon, to ever keep it as a small mountain stream or a feeble rush? Because your boy just from the high school fails to provide you with the plan and elevation of a house, do not attack the present theory of education. You must teach the water how to flow, and the coal how to burn before you can evoke their hidden power. We cannot stop to consider the practicability of the change which it is proposed to bring about in our common schools. We do not believe that its advocates have stopped to consider the circumstances which, to our mind, makes it utterly impossible to accomplish their design, no matter how desirable it may be. We are alarmed to think that our schools are so near a revolution as to justify the Christian Union in this language:

"Our district school-boards have a very plain duty laid upon them by the public want. They need not wait for legislation, none is needed. They may at once furnish their respective schools with the means to make them better educators of the mines, the manufacturers, and the farmers of the next generation."

Will not the Union furnish a better basis for discussion by defining just what "means" it has in mind that school-boards may furnish? The tendency and logic of this movement we will consider at an early day.

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A LITTLE PLAIN TALK IN ANSWER TO A JEALOUS CONTEMPORARY.

EVER since the new editor of the Weekly took his seat two months ago and more, expectation in this office has been on tiptoe looking for some friendly word of recognition from our august eastern contemporary, the New England Journal of Edu-
cation. Its silence was felt to be ominous, if not painful. At
last the mystery is solved. Instead of a friendly greeting as we
fondly hoped for, last week the grim iron-clad opened its por-
holes and fired at us a full broadside. We are tempted to re-
print its full column of unmanly and baseless invective against
us, and thus lend it aid in advertising its own weakness and
shame. But like the sons of Noah we would fain do all in our
power to save our venerable senior from the effects of his own
folly and indecency. When the placid and exalted editor of the
New England Journal, old enough to be our father, descends,
without the slightest provocation, to attack us with personalities
about the weekly, is that made by the editorial correspondence during a
trip through the southern cities. We were impressed then—and
if we are not mistaken it was some months anterior to the birth
of the Weekly—with the fulsome compliments, the ill-concealed
toadyism, and utter absence of everything like candid and dis-
tribating criticism or praise. The letters were written to draw
subscribers, and for that purpose the trip was planned—things
in themselves not unworthy. The unworthiness consists in now
parading such venal efforts as among the heroic endeavors afore-
said of this doughy hero.

We are berated for our temerity in presuming, in the presence
of such a pretentious rival, to style the weekly "the Represen-
tative educational paper of America."

"Good friend, sweet friend, what has stirred you up
To such a sudden flood of mutiny?"

They that did this deed did it when the Weekly was estab-
lished. They confess they were driven to it by a necessity most
direful, yet benign, and by the impressive example of the New
England Journal itself. The Journal had been so industrious in
precomputing all commendatory words which it could apply to it-
self, such as, "the leading," "the national," "the best in the
world," "the largest in the world," etc., that the founders of the
Weekly esteemed themselves lucky in being able to find, in a
noth where the Journal had evidently forgotten to look, a single
expressive word which exactly indicated the purpose, they had
in mind. That word they appropriated, and it has not been dis-
graced.

Because of disappointment in finding that in spite of its
laborious efforts in ransacking the English language for adjec-
tives, it had left simply one, and a very good one, for its hungry
and worthy fellow, it has been nursing its wrath, and now vents
it upon our unoffending head. How comes it that the word so
useful, or at least so comforting, to the Weekly, from its first
breath, and hitherto perfectly inoffensive to all appearance,
should now become a red rag in the eyes of our bellicose rival?
What mysterious alchemy has wrought this change in the temper
of our hitherto serene Mentor? Surely we may say with Macbeth,
"Thou canst not say I did it. Never shake
Your gory locks at me."

But we do not care to avail ourselves of this answer. We de-
clare that the Weekly is the only representative educational pa-
per in America, and hence it claims the title. It is not the ex-
ponent of any section, and has no local or sectional association
as its foster parent, as the New England Journal in this very
article blandly confesses itself to have. It is wide-awake and
progressive and is admitted on all hands to give fuller expression
to the thoughts and sentiments of the great active teacher guild
that any other paper of the kind. Furthermore it is free from
that miserable jealousy which roils the liver of the New England
Journal; and it has never practiced any of the unworthy, money-
getting, self-inflating dodges which have always constituted the
largest part of the business enterprise of the Journal. So on the
score of moral character the Weekly bases its claim.

But we are not yet done with this valiant but erring knight.
When writing on educational journalism last week we felt sure
need of an example to point our moral; but from an earnest de-
sire to live at peace with all men we did not choose to mention
the most pertinent case we knew of, and which was uppermost in our mind, or we would have turned the New England Journal to good use. But our efforts for peace having proved unavailing, and having been so violently attacked without the slightest warrant, it shall now be our care to take the fullest advantage of our opportunity, and to extract from our misfortune as much good as possible. In our next we propose to write on the morality and ability of educational journalism, taking for our text, The New England Journal of Education.

HOW TO COMMENCE SCHOOL.

MISS MARY ALLEN WEST, Supt. of Knox Co., Ill.

FIRST, get a good ready. In this we refer not to the general preparation for your vocation, which every true teacher makes, but to the special preparation for this particular day's work. If possible, visit the neighborhood and school-house some days before school is to commence. If this is not practicable, be sure to be in the school-room before any of the scholars, on that eventful first day of school. Acquaint yourself fully with every nook and cranny of your future domain, and see that all is in just as good order as possible. Sweep the floor, if necessary; dust the seats; clean off the black-board; wind the clock, if there be one, and set it going right. Lest there should be no dusters, rubber, or chalk provided, it will be well to take these necessary articles with you. If the room is furnished with them, so much the better; if not, and you follow this advice, you will thank me for it before the day is over. That little bit of chalk in your pocket will prove a powerful ally in that first day's work. You know Dr. Hart's saying: "The best school is founded upon chalk."

Make the room not only as neat, but as cheery as possible. A glass of flowers upon your table will brighten it up wonderfully. If you have pictures or mottoes for the walls, be sure they are in place before the first scholar arrives. You know the force of first impressions. Be sure to have all your own belongings in proper place and trim; the books you will need, pen, ink, pencil, paper, etc. These seem trivial things to mention, but they are not so. Everything may be thrown into confusion by so slight a matter as your having to sharpen a lead-pencil when you ought to be doing something else.

It is of prime importance that you should make the impression upon your scholars that you are perfectly ready for whatever is to be done. It is a species of "fore-handedness" as valuable in a school-room out West, as upon a farm in Yankee-land. It has a great effect in setting a school down to steady work.

As the children come in, make their acquaintance as naturally and pleasantly as possible. Don't try to "put on" any thing for the occasion, for children are keen eyed and will quickly see through sham and despise you for them, but if you have a real hearty desire to be friendly with them, they will meet you half way. If you can engage them in any little service for you, it will help on the acquaintance amazingly. Just here let me say that if you have any of that "dignity" which some people think it necessary for teachers to carry around with them in order to keep their scholars at a proper distance—well, just put it in your pocket, or keep out of my school-room.

Meanwhile, learn as many of the children's names as possible; make it a point to master these names and associate them with the right faces as soon as you can. You will never gain complete control of your school until you can call each child by name properly and promptly. The average boy or girl resents being called "Bub" or "Sis," and has very little respect for a teacher who can not learn names in a reasonable time: "How can he expect to teach us anything if he cannot learn such an easy thing himself?"

At precisely nine o'clock call the school to order. Do it as quietly as possible. If the children are all in the school room, you, a slight tap of the bell, just one, or of the pencil upon the table will be sufficient. Right here a suggestion: In all your school work, do everything with just as little noise as possible. If you wear squeaky shoes, or jingle the bell, or pound the desk, or slam doors, or talk loudly or much, you can not have a quiet, orderly school.

The children will choose their own seats. Let them do so; and make no changes except for very good reasons. Never thwart a child when you can avoid it. Some teachers do so seemingly for no other reason than to show their authority. "Verily, they have their reward." A feeling of antagonism is aroused which puts the children upon one side and the teacher upon the other, thus, at the outset, destroying that unity without which no school can be a success.

If possible, open the exercises with singing. Choose some wide-awake Sunday-school song that the children know and in which they will join heartily; singing thus together helps to break down any wall of partition there may be, and to unify the school. Then read a few verses of Scripture, and ask the children to join you in repeating, reverently, the Lord's Prayer. Let the hands be folded during this exercise, every head bowed, and every word be spoken clearly and distinctly. This method of opening school seems most beautiful and appropriate, and outside of the large cities there are few districts where objection will be made to it.

"Shall I make a little speech to my scholars at the beginning?" asks one. That depends. If you are perfectly certain you can make a good speech on the occasion and have really something to say, say it. But if you have the slightest shadow of doubt concerning your ability in this line, leave speech-making to the politician, for children are the most pitiless of critics, and a failure would make you ridiculous. If you have never tried it, you have no idea how difficult speech-making is with two score of bright eyes fastened upon you, and a score of matter-of-fact little brains weighing every word in odd little balances of their own contriving. They will not appreciate your "flights of fancy"; should you attempt to "soar up like an eagle" an unsympathetic giggle may bring you "down like a tin cup." And it is equally hazardous to court their favor by comparing your pupils to "lambs of the flock," doves, or any such objects in natural history, as poetry and imagination have idealized. Such things are apt to suffer at the hands of children much the same fate which Samivel Weller Sen. meted out to the "hangel," in his son's immortal valentine.

However, don't think I would discourage speech-making. I am only warning you against some dangers attending it.

Not being fluent in speech myself, I have always found that at the opening of school, as well as elsewhere, "deeds are better things than words are." So, instead of telling the children what we propose to do, we just commence doing it. Now is seen the advantage, the absolute necessity, of getting a good ready.

As this brings us back to our starting point, it seems a good place to stop. Another time I may have some more suggestions to make upon this subject.
A WORD TO TEACHERS BEGINNING SCHOOL.

Mrs. F. W. Case, Principal of the Dist. School, Columbus, O.

MAKE haste slowly. There are certain things pertaining to the handling of your school which should be carefully settled before any class work begins. Take all the time you need to fix the machinery of the school-room on a firm basis. You will think your pupils must read and spell once around the first day, but this is not a necessity. Time taken for preliminaries is time saved for school work.

Have your system of signals arranged beforehand, and when occasion arises explain them carefully. For instance, the first time you call the attention of the school, give them the sign by which they may know that all work is to be suspended.

A few words about signals. If you have a bell, leave it at home; if you find one in the school-room, banish it. Have a simple signal, as a tap on the table with a knife or pencil, to catch the ear when the children are occupied; and let other signals be addressed to the eye. If Ned is watching you to see what comes next, he is not so likely to be pinching Harry or pulling Dick's hair.

The first time a pupil asks to leave the room, explain to the school how and why such a request is to be made. The first time he asks a question interrupting a class exercise, explain why the class must not be interrupted, and then, do not permit it.

Take time before the first recess to teach, as much as the pupils can readily remember of the order you wish them to observe in getting their hats and wraps and putting them on, and in leaving the school-room. Continue this instruction at each recess and dismissal, always requiring the children to observe carefully what has been previously taught, until they can lay aside their work and leave the school-room in a proper manner.

Teach at the close of the first recess exactly how you wish them to enter the school-room, how they are to dispose of their hats, and in what manner they are to go to their seats.

If possible, to the persevering all thing are possible, assign each pupil a definite place for his own hat and wrap, always taking time to see that each one is in its place. What! Look after the bonnets and brogons four times every day all through the year? No, when your pupils learn to do as they are told, they will do it. Make a numbered list of your pupils, correspond with the numbered books, and if Susie finds a hat on her hook let her bring it to you; and after Mary, who proves to be its owner, has been duly admonished, and you have helped her to find her own number she will not mistake it the next time, you may hope. After two or three days no time should be lost the year through, and Tom can find no excuse for loitering in the cloakroom, to make mischief under pretense of hunting his hat.

You will be required to make a report to the Superintendent of the age and birthplace of your pupils, and sundry other items regarding themselves and their parents. Learn before school opens just what is required, and get these items at once. If you have the lowest grade, obtain the facts, if possible, from those who bring the little ones to you. You will thus save yourself a world of trouble and many inaccuracies.

Do not be anxious about the reading and spelling yet, but show the children how to handle their books and slates, and whatever they may need to use. Have a definite time and method for taking out these articles and for putting them away. Let the members of a class sit together and work together, using the same things at the same time.

I think it is better to hear pupils recite from beside their seats. Time is thus saved and the danger of confusion avoided. If, however, you call classes out, take the whole time allotted to the first recitations, if you need, to teach them the order of coming and going and a proper bearing in the class.

These and many other things included in the manipulations of the school-room should be settled at once—and indeed forever, unless a larger experience shall teach a better way. These matters adjusted, you are ready for the real work of the school, of which I may speak at another time.

SOME VACATION HINTS.

Miss S. P. Bartlett, South Dartmouth, Mass.

I HAVE a few suggestions practiced upon during this vacation time, which may be not valueless for somebody else to remember practically.

The first requisite with a child is occupation; and rightly. But if he does not get the proper, he most naturally takes to the improper.

Passing over all the mischief ramifications which so abundantly proceed from improperly busy children, we will merely stop now at the thought of idle questions from little idle questioners. Who does not know the annoyance, to use a very mild word, of these? Who has not felt it a greater stretch of patience, and forbearance than the size of the trial at all seemed to demand?

Now, there is a way to relieve these small folk of idleness, and to substitute useful inquiries for useless questionings, at once. It is by giving them something legitimate to think about, just where they are.

Turn them to some visible occupation, and interest their attention by a few leading hints. This will stop chatter, and if questions come, they will surprisingly soon be sensible ones.

Objects of interest are everywhere present to practice upon. Invite them to look at the woods of the furniture of the house. Many a beautiful, useful, and absorbing subject of attention you will find just there.

So of other things in the room. The vase, once soft and ducatile clay in the potter's hand. The alabaster ornament. The marble chimney piece. The Japanese tray. The mounted and stuffed birds. The book. The ivory paper-knife. The lead pencil. The lovely pictures upon the walls. When they tire of research, lead them to amuse each other with their own description of imaginary walks, or little tales wrought out of what they see in the pictures. This may be a fruitful, favorite, and most amusing and elevating employment; and it will be one to which they will return again, and again; never, indeed, to become too old for it.

As they gaze through the clear window pane, give them a brief idea of glass. And if a bough embowers the window frame, and leaves and flowers peep in where no crystal intervenes, this sweet weather,—why, it is but a step out into the bright and charming wide world of Nature, delightful with all its life, and inexhaustible in variety.

Out in the genial, refreshing air, and with small self-exertion, and no weariness, I have kept three eager and intelligent children busy, and happy, by simply directing them to use their own powers of observation and investigation; and there is nothing so much prized as a walk or a ramble of this kind; or, if that is unattainable, a stroll in the home grounds, or a seat under the great ash, or cedars, examining what they gather within easy reach.
For an illustration, I will add, they may make a collection of leaves, carefully selecting the most perfect, and thus become happily acquainted with their forms. This is a feasible, simple, and extremely agreeable occupation you will find for children.

As days indoors, and longer evenings come, they may draw the outlines of their nicely pressed leaves; and the older children may write the botanical name and definition of the form against each one.

REVIEW.

Course in Arithmetic. A treatise in three parts. Complete in one volume. By F. W. Bardwell, Professor of Astronomy in the University of Kansas; author of "Methods of Arithmetical Instruction." (New York: G. P. Putnam's Sons, 1878. For sale by Jansen, M. Clurg & Co., Chicago. $1.25.)—From its appearance this book would hardly be suspected of belonging to the ordinary family—Arithmetics; nor does it, really. It is a proper treatise on the science of Arithmetic, and is intended, it would seem, for use in normal school or college, and not in the ordinary district school. The "arithmetical drill" deemed necessary in the common school has been the cause, the author thinks, of the waste of much time, and consequently but few problems are introduced; in fact not so many as are found in any "practical arithmetic." The discussions and explanations are generally very good, and the arrangement satisfactory.

"No special provision is made for mental or 'intellectual' exercises, so-called, apart from the exercises of practical arithmetic; the author questioning the value of such exercises."

"As we have already stated, the work is properly a scientific treatise, and is well adapted to the higher class of pupils, who wish to become acquainted with the theory of arithmetic. For teachers' institutes, college classes, etc., the work will be found admirable."

Professor Bardwell is not always successful in presenting an idea exactly as it probably lies in his own mind. For instance, p. 130:

"A decimal is usually expressed by omitting the figures of the denominator, and instead placing a point, called a decimal point, at the left of the figures of the numerator." Nor is this made satisfactory by what follows:

"The figures at the right of the decimal point are called decimal figures, and the number of decimal figures must equal the number of ciphers that would be required to express the denominator if written. When necessary for this purpose ciphers may be placed between the other figures of the numerator and the decimal point."

Page 8. "To multiply by a number, means to multiply the multiplicand that number of times." Prof. Bardwell defines addition to be "counting numbers together." In his examples he directs numbers to be "added together," that is to be counted together together. The troublesome question as to what Division is, which has so long disturbed the makers and pupils of ordinary arithmetics, he skillfully avoids by using the algebraic definition:

"Division is the process of finding how many times one number must be multiplied to produce another."

The author is in error in regard to Canada silver coins, which, he says, "are the shilling, or 20-cent piece, the dime, and half-dime." In the last handfull of "hard" money which we received in change for "soft," we noticed two Canada pieces, denominations 50 cents and 25 cents, respectively.

In the table of English money, the florin and crown are omitted. These coins are in circulation in England, the name of the latter is frequently met with in literature, and they should certainly be noticed in a work of this character.

Since writing the above, we were pained to see the announcement of Prof. Bardwell's death on the 18th of August, at Lawrence, Kansas.

The Elements of Political Economy. By Francis Wayland, D. D. Recast by Aaron L. Chapin, L. L. D., President of Beloit College. (New York: Sheldon & Co. 12 mo. cloth.)—Had not Dr. Wayland's treatise on political economy been one of great excellence, it would not have been used for nearly half a century without revision, nor would it at the expiration of that time, after the publication of many other excellent works similar to design and scope, and several of a special character, treating of the various subdivisions of the general subject, have been "recast" by a writer and teacher so eminent as Dr. Chapin. The original treatise has served a generation of students, and has more lately afforded a basis for authors to write more complete and more acceptable text-books, according to the later developments of the science. When Dr. Wayland undertook to simplify and arrange in a methodical way the doctrines which had been taught by Adam Smith, Say, and Ricardo, his effort was made in a new and untried field. No text-book on the subject of political economy had before been written in this country, and many of the people did not even know that there was such a science; but now the discussion of Capital, Labor and Wages, Money and Currency, Taxation, Free Trade, etc., is not only common to the press throughout the country, but may be heard on the public streets and even in the shops of the mechanic and artisan. It was therefore necessary, in order that the "prestige" of the first book should be retained, that it should be "recast" by some competent hand, and made to conform to the times.

In the work done by Dr. Chapin, it was found necessary to materially change the original language, and in many cases to rewrite the pages, aiming at the same time to condense and to add to the statements made by the author. The opinions in the main are left as originally presented by Dr. Wayland. Political economy is defined as being "that branch of social science which treats of the production and application of wealth to the well-being of men in society." Wealth is said to embrace "all useful things which can be appropriated and exchanged." In the chapter on "Free Trade vs. Protection," very positive ground is taken in favor of free trade, and it may be said by some that the opinions of the writer are urged with undue prominence.

The work is one which, though written in a condensed style, yet attracts the reader by its logical and clearly stated arguments. It cannot be said to be written without bias, though this charge can be made with perhaps equal propriety against most other text-books on the subject. Its clearness of statement, its logical and common-sense arguments from premises universally conceded, and its freshness and fulness in treating of the later phases of the science render the volume one of great value to the higher schools of to-day.

NOTES.

—It is announced that Messrs. Claxton, Remsen, and Haffelfinger, of Philadelphia, are about to add another to the large number of "series" which have become so fashionable. This time it is the "Business Library Series," for the purpose of furnishing to the young business man that which Lord Bacon de­ plored that men must spend half their days in finding out, when
they should have known it in the beginning. The first of the series, "Common-sense in Business," will be out in September, and will be soon followed by "Home Comforts or Things Worth Knowing in every Household," a book for wives as well as husbands.

"An English Teacher in the United States" is the title of a readable article in Lippincott's for September, written by D. C. Macdonald. American teachers will do well to address to American readers, and therefore the peculiarities of American schools as distinguished from English schools become more apparent.

James E. Murdoch, of Cincinnati, the distinguished elocutionist and tragedian, has accepted the Shakespeare Lectureship in the National School of Elocution and Oratory, Philadelphia.

Prof. J. Lawrence Smith, of Louisville, in a paper read Aug. 26, before the American Association for the Advancement of Science, at St. Louis, announced the discovery of the oxide of a new metallic element which he intends to call "Mesandrum." This is the first element ever discovered by an American. It is found in the mineral samarskite from North Carolina, and resembles the metals of the cerium group.

NEW BOOKS FOR TEACHERS.

( Publishers may secure an announcement of their new publications in this week's list by sending copies to the editor. It is desirable that a full description of the book include price, if any, and extended notices will be made of such books as are of unusual interest.)

A LETTER FROM JAPAN.

The readers of the Weekly will be interested in the following letter from Japan, written by a young man of more than usual ability, who left his native country 'the latter part of 1870, stopped a few months in Europe, and spent nearly five years studying at Ann Arbor, Michigan.

After a few personal words to Mr. Winchell, his former instructor at Ann Arbor, the letter continues:

As perhaps you are aware, I came home in the early part of 1876. As I left Japan in the last part of 1870, I was absent from my country for little more than five years. Many changes took place during my absence, but it seems that by far the greatest change took place in the respect of popular education. When I left Japan in 1870, the new government had been in existence for but few years, and all things were tentative, and education more particularly. Though there were several educational institutions established in different parts of the country, their character, if not their very existence, was still very general, and there was nothing like a national system of education. Many changes took place during my absence, but it seems that by far the greatest change took place in the respect of popular education. When I left Japan in 1870, the new government had been in existence for but few years, and all things were tentative, and education more particularly.

School readers may serve an excellent purpose; but they should be supplemented in part by newspapers, as is already done in several excellent schools in this and other states. Not only do children read newspapers with greater interest, but they do so extensively, and the newspapers of current news, which they hear discussed at home and elsewhere, much of which is calculated to excite deeper interest in their other studies, and develop an early understanding of the topics of business life. —Chicago Evening Journal.
J. M. DeArmond, Principal, The Linn County Institute opened at Marion, on Monday the 12th ult., 1878.

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

CHICAGO, SEPTEMBER 1, 1878.

THE STATES.

MICHIGAN—It is reported that a normal department is to be attached to the college at Adrian.

We are obliged to the secretary of the institute for the following report, which we have taken the liberty to condense somewhat. The Delta County Teachers' Institute convened at the high school here on Monday, the 14th ult. It was called to order by the conductor, Prof. C. F. R. Bollows, of Ypsilanti, Prof. J. A. Corbin, assistant, being present, and 21 teachers. "The Objects of the Institutes and Methods of Conducting" were explained by the conductor, who then proceeded to the "Enrollment and Organization," appointing D. R. Hall Secretary, and Wm. H. Tibbals, Miss A. E. Hall, and H. Windle, committee on Resolutions. A paper on "School Government" was then read by W. H. Hall, followed by a lively discussion by Prof. Corbin, Tibbals, and others. In the evening, "The Condition and Needs of the Schools" was discussed. Tuesday morning, the subjects of Arithmetic and Geography were begun by Prof. Corbin, and Language Lessons and Spelling by Prof. Bollows. In the afternoon, "The Science of Teaching and Primary Reading" by Prof. Bollows. Arithmetic by Prof. Corbin, who also explained the portions of the Michigan School Laws which pertain to teachers. In the evening, Prof. Bollows read an essay, sub-titled, "Armijo at Rugby." The programme for Wednesday was a continuation of the subjects previously commenced, with the addition of "Art of Questioning," by Prof. Bollows, and "Civil Government," by Prof. Corbin. Thursday: Orthography, Algebra, and U. S. History were taken up by Prof. Bollows. In the evening Prof. Bollows delivered a lecture to an attentive but not large audience; sub-titled, "The Character and Position of Man as Affected by His Surroundings." Competent judges pronounced it excellent. Friday morning the unfinished topics were completed. "Penmanship" and "Organization of Schools" by Prof. Corbin, and "Physiology and Hygiene," by Prof. Bollows, concluded at the front building, and an enterprising attempt to be made to teach the "Four Elements," with the following evening program on the "Kitty Smoke," on the "beautiful Little Bay DeNoir." The Committee on Resolutions reported cordial endorsements of the instructors, and thanks to those who had shown favors to the institute.

A correspondent from Benton Harbor, not a teacher, sends us the following notes under date of August 28: "The teachers' institute now in session at this place is having a very large attendance, and much interest is manifested. 170 teachers are enrolled from this part of Michigan, and some from Indiana.

It is conducted by Prof. D. Putnam assisted by Prof. Bollows, both of the State Normal School Faculty. The daily exercises consist of lessons on school organization, government, and the best methods of conducting recitations. Evening lectures of a more popular character, with music, are given at the Baptist Church. Last night the church was filled with a fine audience to listen to a lecture by Dr. Chas. E. Davis, on "Viva Voce," on "Practical Life and its Relations to Teachers and Schools." The lecture was replete with valuable hygienic instruction and hints on the preservation of health in the school-room. It was well received and appreciated. To-morrow Prof. L. N. Demmon, of Michigan University Faculty, was greeted by a similar audience to hear him give his reasons "Why we should study other Languages than our own," only to the great interest of the happy faculty.

"It is a clear and logical plea for general culture and discipline in education first, as a preparation for special or professional training afterward, and maintained that the study of the classics furnished the best means therefor." To-morrow night Hon. C. A. Goodwin, Democratic and Republican nominee for State Superintendent of Public Instruction, will speak at the same place on "Agitations and Agitation." A good thing is expected. Prof. Straub, of Chicago, is also here with his new "Woodcock's," adding to the musical interest. To-night Prof. Geo. W. Davis, of the Benton Harbor school, as Local Committee, is to give a lecture on the harmony and support he has received from the entire town, enroute for a musical concert and free accommodations for the large attendance. It seems to be very popular, and the coming session promises a large accession of foreign scholars. The institute closes on Friday.

The Teachers' institutes, September series. Sanilac Co. at Ft. Sanilac, Sept. 1. Prof. L. McLouth, Conductor; Geo. A. Parker, Esq. Pr., Sanilac; Local Committee. Huron Co. at Ft. Austin, Sept. 9. Prof. L. McLouth, Conductor; Wm. F. Clark, Esq., Pr. Ft. Austin, Local Committee. Aran and vicinity, at Atakley School House, Central Lake (whence the head of Torch Lake), Sept. 16. Prof. H. A. Ford, Conductor; L. C. Church, Esq., Mitchell, Local Committee. Benzie Co. at Benzonia, Sept. 23. Prof. L. McLouth, Conductor; Prof. A. L. Griswold, and Prof. Cohn, Conductor, Benzie and Lake Counties, at Reed City, Sept. 23. Prof. H. A. Ford, Conductor. Prof. A. V. Sunderlin, Reed City, Local Committee. Each institute will continue five days.

Iowa.—Jones County Normal Institute, held at Amana, closed on Friday, Aug. 23, after a session of two weeks. Number enrolled, 127. The Institute was conducted by the County Superintendent, Rev. E. E. Poer, principal of the Monticello school and Mr. Shepard, principal of the Wyoming schools. All present at institute each day were considered one class, and taught the various branches by their respective instructors. Interest was well maintained throughout.

The Linn County Institute opened at Marion, on Monday the 12th ult., with an attendance of 40. At present 66 are enrolled. About 200, however, are expected. Institute is conducted by Prof. J. W. McClellan, the superintendent of the city schools of Marion, assisted by Prof. Aker's, of Cedar Rapids, and Prof. Free, of Mt. Vernon. Mr. Elisha Johnson, County Superintendent, has done everything possible for the comfort of the teachers attending in houses in the city furnished at a very reasonable rate. At Sigmoury 180 teachers were enrolled the first week of the institute. Prof. Pickard lectured on the evening of Aug. 7. "Large house and fine lecture." Prof. Baldwin gave two evening lectures, and instructed in all branches.

Prof. Wedgwood's conduct of the institute at Wintersett is highly commended by those who were present. It is said that he possesses the happy faculty of appealing to all. He takes right hold of the work with a determination that means success from the beginning. The school is now in full swing. The teachers' institute has just been held in the Normal University, of the best teachers. Prof. Cohn has issued his Preliminary Announcement for 1879, adding the Greek to the principal languages to be taught, and also giving Spanish, Italian, Hebrew, and Sanskrit. A Scandinavian department may also be added, if required. A diploma will be bestowed on those who complete the course through the Summer Normal Course. More attention will be given to the Kindergarten department, skilfully opened by Madame M. A. Corbin, formerly of Newton, takes charge of the Wintersett public school. Prof. Wedgwood pays the Madison county teachers the compliment of saying that they average in scholarship and personal appearance not far behind of those in any other county in the state in which he has visited.

The Western Normal School of Languages at Grinnell closed its first year's session Aug. 9. It far surpassed the highest anticipations of those in attendance. During the first session the most important work was done, and the facilities for continued study have been increased.

The University buildings are beginning to look more as they ought to after the hard times, etc. In addition to the work ordinarily done, a great deal of serious work has been done in the different departments, so skillfully opened by Madame M. A. Corbin, formerly of Newton, takes charge of the Western States, and multitudes of teachers, as well as ladies and gentlemen of leisure and education, will be glad to be advised of it beforehand. Some two or three hundred have been in attendance during the past. Look out for the results of grand results of school teaching in Council Bluffs and vicinity this year.

The Iowa City Academy will open Sept. 11. It is expected that the attendance will be very large.

The University buildings are beginning to look more as they ought to now. Paint and general repairs were needed.

President Pickard completed his course of lectures before Institutes at De Witt, consisting of lectures of the 34th week. He has done good work and made many warm friends among the teachers of the state.

A teacher sends us the following notes concerning the Mahaska County Normal: "A very prosperous normal institute has just been held in Mahaska County, and conducted by Prof. J. C. Williams, assisted by Prof. A. L. Griswold, and Republican nominee for State Superintendent of Public Instruction, will speak at the same place on "Agitations and Agitation." A good thing is expected. Prof. Straub, of Chicago, is also here with his new "Woodcock's," adding to the musical interest.

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Ohio. — The Ashtabula County Teachers' Institute, held in the High School room at Rock Creek, closed a very pleasant and profitable four weeks' session on the 9th of Aug. Prof. S. D. Barr, of the West High School, Cleveland, taught the classes in Reading, Arithmetic, Grammar, and Algebra.

Indians. — The Indian School at Sandusky has been opened for the current year. The number enrolled was 61. Of this number, 21 are females. The Indian Commissioners have the charge of the school.
Practical Hints and Exercises.

HINTS ABOUT LETTER-WRITING.

OUR letter-writing is very much a matter of habit, and for that reason it is important that young people should learn early to consider it a pleasant way of communicating thoughts and feelings to their friends, instead of a burdensome task to be got over as quickly as possible.

We often hear people excuse themselves by saying that they have no "gift for writing letters," as though it were something like an ear for music, only accorded to a favored few. But the truth is that anyone can write interesting and pleasant letters who will take a little trouble and really persevere in the effort. The grand difficulty in the way is that they are too selfish and too indifferent to try. Nothing that is worth anything comes without effort, and if you do not care enough about gratifying your friends to take a little pains for it, you deserve never to receive any letters yourselves.

A few simple rules, carefully observed, will help you overcome some of the things which you call difficulties. In the first place, always write distinctly! It destroys much of the pleasure in receiving a letter if it cannot be read without puzzling over every word. Many an epistle, written on heavy cream-laid paper, with a monogram on the top, is only an annoyance to the one to whom it is addressed, on account of pale ink and careless handwriting.

Be particular in the matter of dating, giving every item distinctly, and sign the letter with your full name. If this habit is formed, you will not run the risk of losing valuable letters, which cannot be forwarded from the Dead-Letter Office unless accompanied with the full address.

You will find it more easy to reply to a letter soon after you get it than if you neglect it for a few weeks, because you will have the impressions which the first reading made upon your mind. Tell your friend when you received the letter which you are answering, and take up the topics in the order in which they naturally come, remembering to answer all the questions which have been asked. Try to think what your friend would like best to hear about, and when you undertake to tell anything, do not leave it half told, but finish the story. People who are not careful about this, often give a false impression without meaning to do so. For instance, one of those careless writers, in giving an account of a fire, simply stated that the house was burned, without giving any qualifications, thus giving the impression that it was entirely consumed, thereby causing a whole family much unnecessary trouble and anxiety, as the actual burning in question was very slight.

Do not consider anything too trivial to write about which you would think worth mentioning in conversation. Writing letters is simply talking upon paper, and your friends will be much more entertained by the narrative of little every-day affairs than by profound observations upon topics which you have only heard about.

In writing to very intimate friends, who will be interested in the details of your daily life, it is well sometimes to make your letters a sort of diary—telling something of how you have spent each day since you wrote last; what books you have been reading, what letters you have received from mutual friends, and what you have heard or seen which has interested you.

Write all that you have to say on one subject at once. That is, do not begin to tell about your garden and then about your school, and then about your garden again; but finish one subject before you begin another. Do not be afraid of using the pronoun 1. Some people avoid it and thus give their sentences a shabby and unfinished sound, as "Went to Boston—called on Mrs. Smith." Never apologize for what you write, by saying that you do not like to write letters. You would not think it quite polite in visiting a friend, to say, "I do not like to talk to you, so I shall not say much." Keep the idea before you that you are writing for the sake of giving pleasure to your friend.

When your letter is merely an inquiry, or on a matter of business, the case is different. You then should try to be as brief, concise, and clear as possible. An elaborately drawn out business letter is as out of place as it is inconsiderate.

"Do not think what to write; write what you think," is an old rule, and a good one to remember. If you are away from home, it is very selfish not to share your good times with the family by writing frequent letters. You can tell what you are enjoying so much better while it is fresh in your mind, than you can after your return, when you may not have leisure to go over the whole ground; and these home letters may be a means afterward of refreshing your own memory, and reminding you of incidents which you would otherwise have forgotten. There are many other things which might be said here, but this will do for the present. A very good rule for letter writing is the golden one, "Do as you would be done by."—Susan A. Brown in St. Nicholas.
SCHOOL HYGIENE.

PROF. L. B. SPERRY, of Northfield, Minn., gave an address on the above subject at the meeting of the Minnesota Educational Association. It was delivered without manuscript, and the emphasis and spice which contributed much to the interest with which his remarks were received cannot be reproduced, but the following is the substance of the argument, as far as it is possible to give it in outline, from the notes "taken on the spot."

The only praiseworthy and legitimate aim in education is to secure, so far as possible, the highest and most symmetrical development of the individual, and the perpetuation of a people thus developed. All efforts at one-sided or unsymmetrical or unhealthy development should be regarded as criminal. He used the term development as nearly synonymous with education, and regarded the duty of educators to be to direct and assist the young in a natural, healthful development or unfolding of their potential energy. Every child at birth is a marvelous lump of helplessness and dependence, but at the same time a bundle of infinite possibilities. No other animal comparable to these co-existent and astonishing facts.

It is the duty of adults and the experienced to guide and steady these bundles of ignorance and weakness so that they shall unfold in all directions to the greatest possible extent.

Experience teaches us that it is very easy to develop a human being unsymmetrically and thus secure a sensualist, a glutton, an athlete or a brilliant lunatic.

There can be no one-sided or special development that is healthful or safe; and, if unhealthy and unsafe, it is criminal.

In the light of the highest law all incompetent and one-idea teachers are criminals, and the sooner people in authority recognize the fact the better it will be for humanity. In this country and century we are laboring to build great and active brains at the expense of or by ignoring the remainder of the body; and this, too, while accepting as a theory the unexceptionable and awful fact that a sound mind is never found in an unsound body.

No human being white ill or experiencing discomfort can do his best mental work; every individual is, therefore, to a certain extent, insane.

It is true that "brain rules the world," and that "the problem of humanity is how to build the best brain." It is equally true that all attempts at brain building will be failure just in proportion as we ignore the needs of the nutritive, locomotive, and reproductive systems.

Hearing in mind, then, that the production of a genuine and godlike manliness is what we need to labor for, what are some of the conditions necessary to insure success?

First—Inherited healthful conditions and tendencies. Henry Ward Beecher recognized a great physiological fact when he admitted that "it is about as important that one be well born the first time as that he be born again." A very large number of people are born into physical shackles which never can be removed.

The material for our schools must improve if we are to see satisfactory results.

Second—A proper nutrition of the body during life. Neither slop-fed nor stall-fed children can be healthfully developed. People must exercise at least the same careful judgment in feeding their children that they do in feeding their cattle and horses. At present they do not.

Third—Proper kinds and healthful adjustments of clothing. The present fashions do not secure healthful protection to the body. As a rule we make a torrid zone of the waist and frigid zones at the neck and shoulders and about the legs. As a rule, clothing is made too small and tight in the first place, and as the child grows its clothing becomes exceedingly destructive of comfort and natural development. Time would not permit appropriate condemnation of the sluttish habit of wearing long dresses, by means of which so many female teachers are constantly stirring up dust for the irritation and destruction of the lungs of the pupils.

Doubtless most teachers and parents think these three forces in determining the character of physical development don't come under the control of the teacher.

The answer is that the true educator is more than a petty pedagogue; he is an authority, an inspiration, an influence in the community. If a teacher does not know enough or has not influential power to instruct and lead people in those matters so essential to any valuable unfolding of manhood, he is unfit to hold his position.

Fourth—Proper kinds and quantities of physical exercise. This is a matter that the teacher can more easily control. He should not only recognize the fact that daily muscular open air exercise is needed for maintaining health, but he should see to it that the necessary exercise is taken.

Fifth—Proper conditions as to surrounding temperature and ventilation.

Settled principles as to the necessary amount of space, the quantity of respirable air, the condition as to moisture, etc., were stated and the results of repeated examination of school rooms given, which showed that even our best school rooms are sadly defective in management for heating and ventilating.

The doctor, in concluding, insisted that our pupils should spend more time in the open air and study more in accordance with the natural methods of brain development. He would have the elements of natural history studied more in early years, but the study should be limited to those numerous fundamental facts which simple observation teaches, and which children properly guided will learn quickly, indelibly, and joyfully. In later years he would have such studies as botany, zoology, mineralogy, geology, etc., pursued in open fields, in the midst of nature's object lessons. A competent teacher could take his pupils to pleasant and instructive regions of country, and there, living in tents, could accomplish more in three months than is usually accomplished in nine months surrounded by the prison walls of noisy rooms poring over the best text-books. Other valuable points and pertinent hints were made during the talk. We cannot reproduce it all, but enough has been given to indicate its exceedingly valuable character. Let us have more of these plain truths, clearly put, and better still, let us reform.

There is a great case being tried in these latter years before the American people, viz.: Mind vs. brick and mortar, as an educating power. How many institutions of learning have made shipwreck because the founders built a magnificent edifice, and then were too poor to employ first-class minds: We are educated—and I care not whether the education be classical or technical—we are educated by mind and not by brick and mortar. I had rather a child of mine would sit down before a warm-hearted, great-minded man, with nothing but the canvas of a tent between them and the winds of heaven, than to enter a fully appointed university, if the great mind be wanting.—Hon. J. C. Shattuck.

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