Editorial.

SIT ALONE.

SOMEONE—is it not Emerson?—says as the sum and substance of his wholesome advice to young men: "Sit alone and keep a diary." The first part of the advice the WEEKLY would like to impress upon every teacher, and especially at the beginning of school. Times are hard and wages have been reduced. Everybody is compelled to cut down expenses as never before. Many teachers are looking about in their districts for places to board. Aim at the only question they ask, "How much a week?" While necessity may, in a few instances, make this the only point to be considered, still, even in these bad times, the teacher must look at something else. He must remember that it is not all of life to teach, and that the day is not done when the school-room door is locked. He owes it to himself as a man, and to his hope for professional advancement, to provide comfort and nourishment for his off-duty hours. What the teacher is in school depends upon what he is and does for himself out of school. It is essential to a good teacher to have a room to himself. That teacher is not worthy of much respect who does not have a fire in his own room, or who, to save expense or for the sake of company, shares his room with another. Above all others, the teacher must be the person who "sits alone," whose moments are absolutely his own and not dependent upon the condition of the family sitting-room or upon the caprices of a comrade. Study and reflection should be the chief companions of the teacher, and especially of the young teacher. Society he must have; but it should be where he must seek it in order to have it, and not where it forces itself upon him whether or not.

The earnest teacher will be a more diligent student than any of his pupils. No man or woman has a right to stand behind the teacher's desk who does not study. We do not now refer simply to the preparation for each day's lessons, but to study,—it may be in the same subjets,—over and above mere daily needs. To do this studying, the teacher must have his own castle to which he may retreat and be the absolute master of his moments. The WEEKLY never discounts the efficiency of a teacher because he wears clothes which people may call "seedy," or because he boards himself or does his own washing. Such facts are in the record of a host of men who have become great in history. But in our estimation that teacher never stands at par value who, in hiring board, agrees to "get along in the common sitting-room," or who does not provide himself with a comfortable place in which to "sit alone." If you can manage no other way, work, do chores, do anything, during one half of the time which you call your own, in order to earn the privilege of spending the other half of your time under proper conditions for study and self-improvement.

If the author, when he said "sit alone," had the ladies in mind, he must have smiled at the irony of his own advice. Who ever knew of a lady teacher who insisted upon having a study-room to herself, and who made good use of it? Now, that our memory has gone back to the beginning, we must confess that we have known three ladies of this kind,—no more in our whole experience. Of course we have known many who would have rooms to themselves. But mental growth and culture got little benefit from it. The ladies were seldom there, except when abed or at toilet. They "could not bear to be alone." It may be useless to give advice which is directly counter to what seems to be a constitutional peculiarity.

But in what we have written we have had ladies in mind as much as gentlemen. And to every teacher, male or female, we would say, as you desire to fill the full measure of your possible usefulness, as you aspire to make your mark in the school-room, in society, or elsewhere, provide, at whatever cost, in such a way that you may "sit alone." If any lady feels moved to dispute our position we shall be glad to publish her protest and any facts she may present, and to confess our mistake if it shall be clear that we have done injustice.

TALKS TO HIGH SCHOOL PUPILS.

In this issue appears the first of a regular series of actual weekly talks to his high-school pupils, by one of the most live and earnest city superintendents in the land. They will be upon the proprieties and minor morals of life. While the WEEKLY has but little faith in "preaching" to children generally, still it believes that the pupils of our high schools are old enough to appreciate good advice, and that their moral perceptions and sensibilities ought to be appealed to in some formal way. We fear that many high school principals do not realize the opportunity for good which they possess, as they stand in the morning before the assembled pupils of their schools. It is a moment that no conscientious teacher can excuse himself for throwing away. A few earnest thoughts, in plain, forcible language, from a warm, manly heart, will exert an incalculable influence. The practice of ignoring so completely the "line upon line," and the "precept upon precept," has had a pernicious effect. We do not advise any dry
CONCLUSION OF A LITTLE PLAIN TALK TO A JEALOUS CONTEMPORARY.

We have heard calls from several principals for aid in this direction. It is not expected that the actual talks which we shall publish will be of direct use to any teacher. Of course they will not be declaimed or read from the platform of any high school. They must have breathed into them the breath of life from a living soul. To be effective such things must be talked, not read. But it is hoped that the samples which we publish will give encouragement and suggest to other teachers like appropriate thoughts which shall find earnest utterance.

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CONCLUSION OF A LITTLE PLAIN TALK TO A JEALOUS CONTEMPORARY.

We but express the sentiment uttered by many of its friends, and which must be felt by all of its regular readers, when we say that the weakness, yes, the paralysis, of the editorial arm of the New England Journal of Education is a great misfortune to the cause of education. We speak as a faithful and respectful reader, and acknowledge our obligation to its contributors, while we ask, Since the origin of that paper, what important cause has it espoused? Upon what single disputed point of educational policy has it been outspoken? What has its editor ever said that has been worthy of the consideration of educators, or worthy of his own long experience and eminent standing in the ranks of school men? When has he ever used any language but that of adulation or indiscriminate praise? When have his sentiments ever been anything but mere platitudes and common-places? It may be that his own self-knowledge impels him to surrender his space to his contributors. If he must abdicate, he is to be warmly congratulated upon the wisdom of the instinct which has chosen his substitutes. If Hamlet must be left out, everything possible has been done to reconcile us to the fatal omission, by the admirable cast of the rest of the play.

We give full faith to the declaration that the editor of the New England Journal is a "hale-fellow, and a shrewd business manager." We can testify to several instances of his shrewdness, par excellence, and we realize the importance of good business management. But we must regret that from the office of the New England Journal the editor has so completely vanished and left in his stead a mere business agent.

This deficiency in our eastern contemporary is truly lamentable. But worse still, it is accompanied by a bluntness of moral perception which it is sad and surprising to witness in the "best and ablest educational journal in the world."

Its habitual practice is to take whole paragraphs from other journals without a word as to their origin; while with evident care and purpose it plainly credits every citation of even two or three lines from the report or speech of some superintendent or prominent educator. So great is its jealousy that the remark has often been heard, How stupidly it ignores all other school journals, even when justice,—to say nothing of good-breeding—requires their mention. After writing the above sentence an instance in point comes to hand. In its last issue it pretends to give the resolutions adopted recently by the Educational Association of a western state. Without an intimation that it does not present them entire, it is petty enough to omit an entire resolution which contained a generous allusion to a rival journal.

It loudly proclaims itself as the largest "educational journal in the world," while it must know of the London Schoolmaster, an English weekly, which in every issue contains at least one-third more matter than the New England Journal, and by means of its frequent supplements doubles the size of the Journal in a year.

Our lofty rival, a purely sectional journal, attempts to plume itself as a National Journal of Education. Witness how it accomplishes the transformation? It confesses itself to be the exponent of a section, and takes pride in announcing itself as the organ of a sectional association, the American Institute of Instruction, a most worthy and desirable foster parent; its columns are supplied by New England contributors, while articles from would-be contributors outside of New England are generally ignored; it sees and knows nothing west of the Hudson River, while it often gives a half-column to the commencement exercises in some insignificant town of Massachusetts. Now it simply alters its title, and presto, the thing is done. It is no longer a New England journal, but it is a national journal. But does changing the name alter the thing? And what kind of honesty is that which pretends that it does?

We have room for only one comment more. Behold how the compliments and endorsements of this enterprising journal, and which it delights to parade, are obtained. Here is an exact copy of a letter written by the hand of the editor of the New England Journal and signed with his name, and sent to the principal newspapers of the country a few days since:

OFFICE OF THE NAT. AND N. E. JOURNALS OF EDUCATION.

My Dear Sir:—Perhaps you will not think it amiss to insert the following item in your news column, a favor we shall gladly reciprocate.

Most truly yours,

Thomas W. Bicknell.

Among the awards of the Department of Education at the Paris Exposition is a Bronze (sic) Medal to the New England Journal of Education. It is gratifying to note that the highest award given to the Educational Journalism of any country comes to our American publication.

We will say nothing of the fact that the "bronze" is only a third grade medal, and that there is no competition in Educational Journalism at the Paris Exposition, or of the arrogance couched in the phrase "our American publication." We simply call attention to the astonishing modesty and business tact of this editor of "the best educational paper in the world." How meekly his honors sit upon him! We wonder how many such "favors" and strokes of "business shrewdness" this worthy editor has to "reciprocate." For the honor of our profession, we hope that no other respectable paper feels obliged to resort to such "business shrewdness" in order to get itself before the public with a complimentary notice. We seldom find the legitimate words of the English language inadequate to our wants. But after we received this letter—and by a strange coincidence, the Journal's onslaught upon the WEEKLY came to us in the same mail—we were conquered by the irresistible impulse to cry out, "Check." If
THE BEST METHOD OF ELECTING COUNTY SUPERINTENDENTS.*

Supt. GEORGE C. TANNER, Steele County, Minnesota.

The county superintendent should be a man of respectable literary qualifications. He should also be acquainted with the best methods of imparting instruction in the several branches taught in the schools and a man of exemplary life. Here the principle of civil service reform comes in. It is evident that our educational work is a fine place to inaugurate civil service reform. And when it has been found to succeed here, it can be extended to other departments of the public service.

The great end of civil service reform is to free the service from political and personal favoritism, and to secure an able and faithful corps of officers, who receive and retain their places by merit only. Hence the first step in the best method of electing the county superintendent is to establish a system of open competitive examinations, free for all who possess the requisite character and preliminary education. This examination should be free only to such as can present satisfactory testimonials to the committee of character and advancement in education and of experience in teaching.

It is an important qualification for the candidate to possess general intelligence, some experience among men, and a freedom from any idiosyncrasies which would destroy his general usefulness. These points could be noted in a general way by the examiners from personal acquaintance or by careful inquiry.

A competitive examination being assumed, how shall the examining board be constituted? Such board might consist of the State Superintendent with the presidents of the two normal schools nearest the several points where examinations are to be held. These examinations could take place in the several judicial districts at the point most convenient of access. The examination should extend to the several branches taught in our public schools, and should include the theory and practice of teaching, and no one need be admitted as a candidate about whose age, experience, and discretion, the committee should have serious misgivings.

This examination should be conducted by the State Superintendent in person assisted by the two presidents of the normal schools nearest the district where such an examination is held, and should be in writing. The examination should cover such points as would test the literary qualifications, experience, and judgment of the applicants, and the general average result should determine the success of the candidate.

The State Superintendent might report the result of the examination to the Governor of the state as ex-officio president of the State Board of Education, who should require a local certificate of the board of county commissioners, including such points relating to character, good judgment, and public confidence or freedom from opinions or eccentricities of character which would injure his personal influence with teachers and school officers, which certificate should be uniform throughout the state for that year, and when such certificate is returned to the Governor he should issue to the candidate possessing the highest literary and other requisite qualifications, a certificate of appointment as county superintendent for the two years next ensuing.

The person thus appointed and holding a commission as county superintendent enters upon a probationary term of two years duration. At the end of this term he should be entitled to be considered as the candidate for election by the people, which election by a majority of the legal voters of the county should be an endorsement of his official acts as county superintendent and of his fidelity and zeal in the discharge of his duty. And if elected by a majority of the votes, when notice of such election has been forwarded to the Governor, he should issue under his seal a commission to him as county superintendent to continue a term of years not less than seven.

Providing, however, that upon a request of a majority of the county commissioners, with a statement of reasons, the Governor might revoke the commission if the reason shall appear to him well founded and sufficient. And in case of vacancy, the county commissioners might fill the office for a specified time, with such a person as they should think competent, until such action could be taken as above indicated.

I am not prepared to say that this method is better than some other. Other methods may include these features. The points to be urged are that we should have the best talent possible, and that no outside influences should interfere to prevent this. A competitive examination carefully conducted will conduce to this end. The State Superintendent is the proper person to preside over this work. One or more principals of our normal schools will be the most suitable persons to be associated with him on account of their professional skill, and also to protect him against any suspicion of unfairness, favoritism, or partiality.

Again, this method would take the question out of the sphere of politics. The State Superintendent is appointed by the Governor. The method I have suggested can have no connection whatever with his appointment or tenure of office. Collusion would be impossible between him and the several candidates in the several counties. Besides, the constitution of the committee consisting of two principals of our normal schools, who are chosen by the board of trustees, would afford the best possible guarantee by their position, character, and tenure of office, against any charge of wrong doing.

In the next place, the competitive system would be guarded by the probationary term of two years. The superintendent would have opportunity to prove himself.

In the third place, any permanent method of electing county superintendents must be in harmony with our institutions. The people are interested in the schools. They should have a voice in the appointment of the county superintendent. This officer comes into immediate contact with them. While the appointment of the State Superintendent in the present manner is desirable, it is better that the people should have a voice in the election of an officer so near them. It is not probable that a county superintendency appointed by the State Superintendent, as I am informed the custom was in Maine, would be permanent. Moreover, it is best not to commit such a power to any one man, for many reasons. The method suggested, however, removes the nomination from the political caucus. Moreover, caucuses are not examining boards. If the examining board is faithful, the best man is nominated for the suffrages of the peo-
ple. He is on trial for two years. His electioneering will consist in doing his duty to the best of his ability. At the end of his probation the people simply accept or reject him by a majority of the ayes and nays, and in case of his rejection another is appointed as before.

It would perhaps work equally well were the board of county commissioners to act in behalf of the people and accept or reject the county superintendent. But as there seems to be some jealousy in regard to this officer perhaps it would be better for the people to vote directly on this question.

The term of office is also an important consideration in this method. After a superintendent has been elected by the people his term of office should be of several years duration, or perhaps during good behavior.

Removal from office could be effected by a petition signed by a majority of the count y commissioners to the Governor, as stated. The term of service should be long enough to enable him to acquire the greatest efficiency.

Among other methods suggested are appointment by the Governor, by a state board of education, or by the county court. We would prefer the method of appointment by the Governor for the following reasons, providing a system of competitive examinations were instituted. The examination would bring forward the educational influence of the state, while the Governor being the head of the political administration would unite his influence with the educational work. The report of the examining committee is simply recommendatory. The reason already assigned would be sufficient for not leaving the appointing power with the state board of education or with the county court when it would become simply a piece of routine business subject to a variety of local influences.

The election might also be left to a convention of the district officers of the county. This would work well on the plan I have suggested. In Pennsylvania the superintendent is elected in this way. But the population of our older states is more homogeneus than here. I would not think it advisable in our state. Two facts would largely influence the election. If the county superintendent had been faithful during his probationary term, he might have disappointed some persons by the rejection of incompetent teachers. In the second place a superintendent could use so much personal influence as to make his election a matter of certainty in case he were disposed to use his position for the sake of patronage. And we must remember that the very reason why the present system was adopted was that in a few instances county commissioners were tampered with. And in the choice of a method our aim should be to keep personal profit and prejudices in the background, to protect the rights of the people, and to advance the educational work of the state.

In the state of New Jersey the superintendents are appointed by a state board of education. But I do not know that there is any preliminary competitive examination. In a small state a central board would readily be acquainted with the best men. But if a state like ours their choice would largely reflect the judgment of others. An appointment by the Governor alone would also be objectionable for the same and political reasons. And the state superintendent ought not to be burdened with this responsibility.

In regard to election by the people, I have stated the objections. I consider these quite as grave under our present system of popular election, as any possible method, for reasons evident to all. I think the plan I have presented secures the voice of the people quite as well as a political caucus. For the election of a county superintendent as of other officers sometimes happens because the weaker political party makes a nomination to spite the rival party and thus carries the election.

I remark further that this system is in harmony with other principles of our school system. There is a conservative unity throughout. The county superintendent, like other teachers, undergoes an examination by the State Superintendent.

TALKS TO HIGH SCHOOL PUPILS.—NO. I.

ABOUT BEGINNING.

The beginning of the school year means an equal chance for every one to do his best. In one respect you stand now side by side.

The distances that will lengthen between you will be measured by individual exertion. It is easy to begin; it is difficult to begin well. A beginning that sees the end through successive steps of well-directed labor is of the right sort.

There is an old saying that a bad beginning makes a good ending; but it would be just as sensible to say that a sandy foundation is just the thing upon which to rear a substantial building.

A good beginning is near of kin to a good ending.

The beginning is the promise; the end, the fulfillment. The beginning is the flower; the end, the fruit. We might as well expect a perfect apple from a blasted blossom as to expect a good ending from a bad beginning. The beginning is simply opportunity, and I heard Joseph Cook say that opportunity improved is greatness. The world has need of people who can see opportunities and then improve them.

The world is full of people so blind that they do not "know a good thing when they see it;” but I trust that just now you are not of that number. Seeing a good thing however is not seizing it. To see and to seize should travel hand in hand, for opportunity never lingers around. She is no loafer.

Resolutions spring up in abundance at the beginning of any project; but resolutions do nothing. Vitalized, they do everything. It is a grand thing to breathe the breath of life into a noble resolve.

I trust that none of you have come here "like the quarry slave scourged to his dungeon.” School-room labor is not of the kind which slaves can perform. The school-room should be the home of freedom. If you do not come here freely, but on the contrary are sent to school, if you consider yourselves held in a species of bondage, I should like to read to you your Emancipation Proclamation. Liberty is yours for the simple taking.

The slave, in years gone by, guided himself safely to the land of freedom. You will but fix your eye upon the star of duty, and follow where it leads, the bondage of the school-room will soon cease to be bondage, it shall be changed into the highest type of freedom.

The only way to reach to-morrow with proper effect is through the medium of to-day. To-day is a sort of forerunner, a John the Baptist, as it were: preaching in the wilderness, "Prepare the way, make straight the paths.”

"Build to-day, then, strong and sure,
With a firm and ample base,
And, ascending and secure,
Shall to-morrow find its place.”

J. W. D.
I ENVY your pleasure of that first reading (of Roger Ascham), for he is a jewel. But why do people so neglect him? Why don't they, when they talk of accomplishments? A guinea for a lesson in dancing and a shilling for one in grammar or arithmetic, and then they grumble at the cost of the latter and boast of the former! A gentleman for the first, and any clodhopper for the second!"

"I can't explain, so don't ask me. Your third demanding a knowledge of human nature is well taken if you apply to professors and teachers of the higher scholars. Nothing is more essential to influence than such practical knowledge. Everybody will admit that. But when you go down to little ones where education is largely a matter of imitation on their part, and the best qualifications of a teacher are cheerfulness and good humor, when you find a youth of good habits, will not these, or very young children, be more ambitious to imitate, if this teacher is not too far ahead of them? I think I have observed, in my own family and in those of my children, that the first child did not learn to talk as early nor as correctly as those who came later, when there were others near their age for them to copy. So I have thought perhaps it is possible for one to know too much and to be too philosophically learned to be a good teacher.

"I reckon you should say, to have forgotten too much to be a good teacher, and to neglect the elements while speculating about the unimportant generalizations. This is one grand reason for educating teachers to know their business as a life work and not as a mere make-shift. But did you never remark that children brought up in families where there are good-natured grandmothers and grandfathers not only learn to talk soonest and most correctly, but learn manners so much better; are in fact both more mature and more childlike and truthful at the same time?"

"Have you not remarked it."

"I wish you would observe and you will, I think, agree with me, that grandfathers and grandmothers are the best labor-saving machines a family can have, in the way of bringing up children intelligently and genteelly. This is possibly one of the reasons for the early ages holding families together in patriarchies. The experiences of the aged and refined, of the mature reason and gentle love of those who have lived wisely and learned to be kindly affectioned, are brought to bear on the little one in the cradleplace. This knowledge most needed for it to acquire is sooner and better learned. Now we hurry our children into schools away from the loving refinements of home, and put them under the inexperienced, and then expect them rapidly and perfectly to become experts in learning and patterns of good habits."

"I mark your drift and am satisfied. A teacher cannot teach what he does not have, or at least them to know. I am willing to grant it, but the people are not."

"Very possibly. But the reason must be that they have not thought on this important matter. I have generally found the people right on nearly every question which they study. By discussing this, I am sure they will find that they need nothing more certainly than educated teachers."

"Very likely," said he smiling again. "And I guess they are quite likely to be taught all this if a multitude of words can accomplish it."

"That is what we ought to mean. But what say you to my fourth? A teacher needs knowledge of systems and grades of schools, and of the appropriate age to begin each study, and when to pass to the next. Just as I have said about the third; it is good for higher teachers and superintendents."

"And why not more especially for the lowest? When a youth has learned to read and ask questions, to calculate and reason, can he not learn all else for himself? Eliphurrit did it in languages; Franklin in physics and electricity; Ferguson in astronomy; and others in other branches. But when a child has all to learn, shall he be told exactly when to begin arith; shall he wander or be guided into error? Shall he lose never an hour, or waste years in contracting bad habits? Ought not a teacher to know when to put a boy into arithmetic and when to advance him out of it, even if he cannot tell, like a flash, how many geese the old woman had who said 'if she had five and one-half more than three times her present number she would have twice, or ten times, as many as now'? I think I know a teacher who has taught some girls four years, and she does not know either how to teach them to advance, or to drop them from the class. If an intelligent and educated teacher is needed anywhere he is needed among the very young and imperfect."

"Well, go on. I grant the fifth about a knowledge of child and human nature in general for every body and most of all for a teacher. But what has that to do with normal schools, or indeed, friend Robert, what really have any of your points to do with such seminaries in particular? Are these schools to supply deficiencies in nature? Your arguments are general. What I want is something specific, and which goes to say normal schools are—not such luxuries as are convenient—but such necessities as every state must have, or fall in its duty to its children."

"Very good. You deserve thanks for bringing the conversation to a point definite. Let us follow the Socratic method. Answer me."

"Nay, nay," he interrupted, "let me play Socrates and help you to be delivered of the ideas which so seem to ripen in you. What do people most desire for their children?"

"I should say first wealth and then public office, if you expect an honest answer," I said quickly and laughing.

"You are too eager to be a good Socratic pupil. You ought to have asked what I mean by desire—a wish as to an end, or a want as to the means to secure that end. Do people want their children to fall into a good and comfortable place and remain there, or to be capable of filling every place and going out to conquer other places?"

"I should say the latter if they are honestly seeking the good of their children, and I assume that."

"Very good. Then how are these children to be made thus fit? By being kept at home and trained in the family, in a narrow, classinisny way, along with a few equals, or by going among many superiors and inferiors, and learning self-restraint and emulation, patience and ambition?"

"I should confidently send them to associate with the many as most likely to produce the harmonious and profitable character."

"Very well. Now, my apt one, tell me whether, when children are thus brought together, they should all—the older and the younger, be in one place, and give, to the wisest and best instructed, all the rest?"

"I believe that shepherds think it better after the lambs are weaned, to keep them together and apart from the flock; and those of nearly the same age and strength together. So I argue for children."

"The children being thus assorted into classes of nearly the same age and attainments, some strong to lead and others weaker to follow, shall the fathers and mothers in turn educate them, or shall they join and employ a person to give his whole skill and time to teaching and training them?"

"If they hire shepherds and hostlers and gardeners, I should think they would not fail to employ teachers and very skillful ones."

"If they are wise. But we dare not assume this. How shall these teachers give themselves altogether to the one work?"

"Of course they will if they are to do the best work without errors and delays."

"And should one go about this work of teaching for a whole life or for a few years only?"

"I am most confidently say for his whole life; unless people want him to throw away his practical experience as soon as he has acquired it: This would seem to me another way to accomplish Herod's cruelty and murder the innocents."

"Exactly so. Now tell me, my ready answerer, whether there is anything about this business of teaching which can be learned or does all the knowledge, or tact, or power to teach come to a man by a sort of instinct, or is it merely a part of nature?

"It appears to me that a mind apt to teach—able to see how a bit of knowledge must be shaped, so to speak, in order to en-
ter another mind and stick there, is partly the gift of nature, just as a physician's tact is native; but that it will require much study and a great deal of practice to know how to shape these knowledges for different minds and make them enter and abide. And when it comes to governing and controlling men or children, and stimulating them to act for a common purpose, and inspiring all to strive to know and do the best possible, under the circumstances, I cannot imagine how this can be done, without what may be called the largest instruction and study. We recognize this in educating officers for our army and navy, and in special training and instruction for lawyers and doctors, and in fact for all the acknowledged professions. Even the common demand for apprenticeship to a trade goes on this supposition, that no work can be done well and profitably for the community without special preparation. Why, even a druggist's clerk is not allowed to put up a prescription for the body till he has had practice under a competent instructor. And shall we not demand for those who are to administer stimulants to minds to promote their growth, or to heal them when diseased, that they shall not do this unless they are properly skilled and educated?

This matter of unhealthy minds and morals or of imperfect virtue has more importance than is often allowed. Every child is more or less imperfect and needs a special care as to morality, habit, thought. If skill, particular and scientific, is not needed here, where is it needed?

"Very good. Under my guidance you are laying a foundation for all your six propositions. Can you tell me now what this man or woman is to be your teacher ought most of all to know?"

"I should say to matters above all: the things he is to teach, or more properly, which he is to put into the character of the children; and the art of putting them in the mind."

"Precisely. As the orator must first find thoughts and then learn how to express them, so the mason must first find bricks and mortar and then join them systematically, so the teacher should acquire knowledge and manners, and afterward methods of teaching what he knows. What can you specify of his studies?"

"I should prescribe the simplest elements to be first learned thoroughly, and then methods of teaching them."
rid of him as soon as possible; don't wait even till the close of the term; if you do, much evil may result to your school. But if you find that your teacher is inefficient, is doing good work, retain him as long as possible. It takes at least one term for a new teacher to become thoroughly acquainted with his pupils, to learn their individual dispositions, advancement, ability to acquire knowledge, and many other things concerning them which the teacher must know before he can teach them successfully.

Pay your teachers well, so that they can afford to fit themselves for their work, and you will realize more from the same amount of money expended than you will if you employ those of inferior attainments, even for much less wages. The best qualified teacher is the cheapest in the end.

Much of the trouble which occurs in our schools might be prevented by the timely counsel and assistance of the district board. "An ounce of prevention is better than a pound of cure."

Insist that your teachers attend the Teachers' Institute and Examination. The teacher who will shirk from either, through fear of having a task assigned him, is not worthy of your confidence. Do not ask a special permit for any one unable to pass the required examination, and thus offer a premium for ignorance.

Let me again invite you to be present, as far as practicable, at our Institute and Examinations, and see for yourselves the character of the work done by those who offer their services to you as teachers.

Yours Respectfully,
J. B. TRACY,
Supt. of Schools, Second District, Rock Co.

CORRESPONDENCE.

The following letter explains itself. It is only necessary for us to express regret that the unjust item found its way into our columns. However, for the sake of the dignity of school boards we must indulge the hope that there are not many other towns in which the superintendent of schools is allowed to pay the expenses of the graduating exercises:

To the Editors of the Weekly: My attention has been called to the following item in the WEEKLY of August 28: "The last graduates from the Sturgis high school are exercised over a $100 unpaid bill for graduating expenses." No bill of $100, or of any other amount, for graduating expenses, has been presented to the Class of '78. Prof. J. D. Williams has paid all bills for commencement expenses and has not asked the class to pay one cent of the expenses.

Hoping that you will make the desired correction, I remain

Yours with respect,
JAY J. STANTON,
Member of the Class of '78.

Burr Oak, Aug. 31, 1878.

To the Editors of the Weekly: Your sentiments expressed in this week's number, in an article entitled "Educational Journalism," met with the writer's hearty approval. You say, "either can a teacher live—that is, be a live teacher—who finds upon nothing besides the tactics and maneuvers of the school-room, and that is so. We teachers want more knowledge of things we don't teach to reflect light upon what we do. We need broader, deeper views of life and its meaning in order to learn the relation of our work to the life-work of our pupils. We are humble artisans in the great temple of life, and we need true, distinct, comprehensive views of its sublime proportions, that our part of the work may be made to harmonize with the perfect design of the Supreme Architect. Liberal culture combined with real and professional enthusiasm will devise ways and means in abundance for overcoming the incidental obstructions to its enterprises in an educational campaign. The stand your paper is taking in regard to this ought to be encouraged."

Respectfully,
P. K. McMINN.

Watseka, Ill., Aug. 31, 1878.

To the Editors of the Weekly: I have just finished reading Mrs. Case's "advice to teachers beginning school," and it is so fully in accord with my views that I feel strengthened and encouraged. How seasonable, too! What we have just opened our school for the new year, with eleven assistant teachers, two of whom are without experience, and to these this article alone is worth a year's subscription. I shall not fail to have them read it, for it is a timely confirmation of what I have recently said to them. Their names will certainly be added to my club when the new list is made up. It will be a satisfaction for one to know that my teachers read the newspapers with the possibility of success, who reads your journal regularly and carefully, and reduces to practice the lessons it contains, will ever prove a failure in the school-room. We hope to have from Mrs. Case again, as we are now quite ready to begin the "real work of the school."

J. M. M.
Louisville, Ky., Sept. 7, 1878.

THE CARELESS WORD.
'Twas but a word, a careless word,
As thistle down it seemed as light;
It passed a moment in the air,
Then onward winged its flight.

Another lip caught up the word,
And breathed it with a hearty sneer;
I gathered weight as on it sped,
That careless word in its career.

Then rumor caught the flying word,
And busy gossip gave it weight,
Until that little word became
A vehicle of angry hate.

And then the word was winged with fire;
Its mission was a thing of pain;
For soon it fell like lava drops
Upon a wildly tortured brain.

And then another page of life
With burning, scalding tears was blazed;
A load of care was heavier made,
It added weight, that careless word.

That careless word, oh, how it scorched
A fainting, bleeding, quivering heart!
'Twas like a hungry fire, that searched
Through every tender, vital part.

How wildly throbbed that aching heart!
Deep agony its fountains stirred;
It calmed, but bitter ashes mark
The pathway of that careless word.

-N. O. Morning Star.

LET NOT THE SUN GO DOWN UPON YOUR WRATH.

Set! behind the crimson west,
Brilliantly sinks the sun to rest;
Gently close the drooping flowers,
Softly fall the vesper hours.

Hushed is every woodland note,
Bee's loud hum, and linnet's throat;
Silent is the liquid breeze,
Moonbeams kiss the rustling trees.

Ere the loving stars arise,
Ere soft slumber seals your eyes,
Children bid contentions cease,
Let the sun go down in peace.

Join not hymns of praise to learn,
While your hearts with anger burn;
Knell not to your evening prayer,
With resentment lurking there.

God, who sees you from above—
Kneel not to your evening prayer—
Every time you disagree.

Ere the silver stars arise,
Ere soft slumber seals your eyes,
Children bid contentions cease,
Let the sun go down in peace.

---Bernard Barton.
MINNESOTA—The Board of Regents of the University have ordered the publication of the following statement: "The normal school at Winona opened under favorable auspices Sept. 4. The expense was met by a tuition fee charged upon the teachers in attendance, and Miss Ella Lamb, in the charge of the work during the first week. The exercises were conducted by Prof. De Garmo, conductor, and Miss Flora Allensworth, class teacher. The schools of the county will see a marked improvement in the average attendance; the schools of the state make no appropriation for institute work, but the work of the institute has been done by the officers of the Illinois Normal, and has had several years experience in the field of education. The Tazewell County Institute was a marked success. The average attendance was nearly ninety, B. C. Allenworth, the Co. Supt., is a graduate of the Illinois Normal, and has had several years experience in the field of education. As a teacher he was a marked success, possessing those nameless qualities generally included under the general term of "talent," qualities which go far in determining success. The schools of the county will see a decided advance during his administration. By the time this number of the WEEKLY reaches its readers many of them will find the customary August issue in the post-office. Don't forget to order your paper. Urge your subscribers to subscribe. Let us have news items, too. We are chiefly dependent upon exchanges for educational news, and many of them pay little attention to that department. Drop us a line when there is anything of interest in your locality or county."

The Randolph County Teachers met at Spara Aug. 19, and continued in session two weeks. During the first week the exercises were conducted by I. H. Brown, of Columbus, and during the second week by Mrs. Brown and J. W. Cook, of Normal. The attendance was large, but the lack in numbers was largely compensated for by the excellence of those attending. The Southern Normal, McKendree College, and the town high school, making their mark upon the teaching profession. Unlike Central and Northern Illinois, the male teachers are in a decided majority.

NEREBSA—During the summer a series of normal institutes has been held at the various points in the state, continuing from two to six weeks. As the state makes no appropriation for institute work, almost all the work of this kind that has been done in the state has been done by the State Superintendent, with such volunteers as were willing to assist without pay. Messrs. McKenney, Taggart, Thompson, Palmer, Benton, and others have devoted their vacations and such time as they could snatch from their other duties to institute work, without hope of fee or reward. But the state is now too large for a few to do all the institute work for nothing and this summer for the first time an effort has been made to employ at least one paid instructor for each institute, the rest of the work being done by local volunteers. The expense was met by a tuition fee charged upon the teachers in attendance. Under this arrangement, the institutes this summer have not been as successful as might be desired, both the poverty of the teachers, and the excessive heat tending to prevent a large attendance. It is probable, however, that this plan of work will have to be adhered to until the state sees fit to make an appropriation for institute work.

One of the most successful of the normal institutes held this summer was the Pratt Institute, which began July 31, and continued two weeks. It was conducted by Prof. and Mrs. Blake, of Beatrice, assisted by Supt. Dixon and Weavering, and Messrs. Healey, Goering, Second, and others. Lectures were delivered by Prof. Wilber and Bailey, Mr. Fairfield, Dr. Curry, State Supt. Thompson, Prof. Perry, and others. Nearly sixty teachers were in attendance, and the interest constantly increased until the close. "It was a Normal School of Instruction, and not a debating society."

The University was to open Sept. 9. Through the efforts of the Chancellor, the citizens of Lincoln have organized a joint stock company and subscribed $75,000 for the purpose of erecting a ladies' dormitory and boarding hall. It is hoped to have the building finished by January. Prof. Bailey and Woodberry have retired from the Faculty. Prof. Church has returned from Europe.

All other normal schools are to open as usual. May God bless the educational work in Nebraska, and make it a period of awakening and growth, for the spiritual welfare of the communities for which they are designed.
been consulted by the president of the State Board of Health respecting the method of ventilating public buildings so successfully introduced into the Milwaukee public schools.

Charles N. Brown, of Utica, Dane county, succeeds F. W. Land as principal at Horicon. C. L. Powers is again influential at Two Rivers. E. H. Smith presides at the seventh year as principal at Burlington. Permanency in teachers is the rule there.

A state teachers' institute will be held at Pewaukee, beginning Oct. 14, to continue one week, conducted by A. F. North. Another will begin at Lowell, Door county, Oct. 21, conducted by Prof. McGregor, and another at Mayville, same county, Oct. 14, conducted by Prof. Salisbury.

The Institute at Green Bay, Trempealeau county, under Prof. J. B. Thayer, opened last week with 81 members.

Prof. D. McGregor opened the Mineral Point Institute, with an enrollment of 126.

Henry S. Hults, a graduate of Milton College, has secured the principalship of East Troy public schools.

The attendance upon the normal schools of the state, for the year ending Aug. 31, 1878, was as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Normal</th>
<th>Training</th>
<th>Dept.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pintville</td>
<td>244</td>
<td>235</td>
<td>459</td>
<td></td>
</tr>
<tr>
<td>Whitewater</td>
<td>315</td>
<td>137</td>
<td>452</td>
<td></td>
</tr>
<tr>
<td>Oshkosh</td>
<td>274</td>
<td>241</td>
<td>615</td>
<td></td>
</tr>
<tr>
<td>River Falls</td>
<td>106</td>
<td>169</td>
<td>355</td>
<td></td>
</tr>
</tbody>
</table>

Total: 1,013 872 1,885

Wm. A. German, a graduate of the State University, takes charge of the public schools of Sharon, Wisconsin.

The final announcement of the River Falls Normal School especially commend the advantages of this institution "to the attention of those teachers of common schools who wish for such influences as will reinforce their thorough acquaintance with the sciences which are taught in the common schools, and who would embark of the ever progressing art whose practice gives them the most characteristic feature. Teachers are invited to spend much or little time in the school as their convenience dictates, and while the school will not undertake to do in a given time specific work relative to preparation of teachers for any grade of county certificates, it guarantees the best effort of its faculty, and of former students, to stimulate teachers and students to noble aims and to full and ripe understanding of the business of life through the thoughtful investigation of worthy subjects." Normal Faculty: W. D. Parker, J. B. Thayer, P. H. King, Lucy E. Root, Julia McFarlan, Mrs. M. E. Jenness, J. W. Lamb, Julia M. Standiford, Anna S. Clark, E. C. Jones, Mary A. Kelly, Mary L. Allen.


IOWA.—Miss Hanna conducts a model primary school composed of thirty little children for the benefit of the Marshall Institute. Prof. C. P. Rogers is conductor of the institute.

The DeWitt Normal Institute closed a most interesting session on the 21st ult. Prof. Blodgett the conductor made many friends in Clinton county.

Prof. North, of Keokuk Medical College, delivered two lectures on ventilation before the Scott county institute. His experiments were interesting and instructive, but his rhetoric and elevation are subject to criticism. Prof. Pratt, of Davenport, instructed the same institute on the Systematic. We clip the following from an Iowa exchange: "Henry Bridgeman, a Keokuk boy, has just graduated with the highest honors from the School of Mines at Clausthal, Germany. This is a distinction that has been reached by but three Americans, and four Germans. The Iowa Republican has this to say concerning the presence of so many pretty schoolma'ams during the normal institute: "The young men of this city for the last few weeks have been dazed, bewildered, dumfounded, and generally distracted and unmindful. This peculiar mental condition may be credited to the presence of so many handsome, talented, vivacious, buxom, witty, refined, elegant, irrestible, charming, and never-to-be-forgotten schoolma'ams, filing through the streets, fitting in and out of the bazaars, and spending away long hours in a Persian romance. The youths don't know what to do unless it be to surrender unconditionally. "Schoolma'ams to the right of them, Schoolma'ams to the left of them, Schoolma'ams in front of them, Full half a hundred; Thers not to quali nor fly, Thers not to reason why, Thers but to sit and sigh, While smashed and sundred I should have been sported, Those things they call their hearts, By all the magic arts Of the half hundred.""

The Normal class in the Davenport high school will be limited to fifteen this year. That is as many as can be taken care of profitably.

The Dubuque Herald says of Pres. Pickard's lecture: "The lecture was deeply interesting and highly appreciated by the intelligent audience present. Mr. Pickard is a plain and distinct speaker, logical, sensible, and eloquent."

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Practical Hints and Exercises.

TO THE TEACHERS OF CHICAGO.

By Duane Doty, Superintendent.

DUTIES OF TEACHERS.

In your relations to others as teachers and managers of schools for the new year, you will be guided and governed by the letter and spirit of the following rules:

TO PUPILS.

1. To know that a pupil's true education is a growth consequent upon the proper exercise of all his faculties.
2. To know that growth and discipline come through the acquisition of useful knowledge.
3. To know that neglect, mistakes, blunders, or carelessness on your part are disastrous to pupils and most difficult to remedy.
4. To remember that children are children and need assistance in many ways, but that the most valuable work for a pupil under wise guidance is the work which he does for himself.
5. To be ever thoughtful of the future of your pupils and to make all school work and discipline such as will be of lasting service to them.
6. To remember that what a pupil grows to be is of more importance than what he lives to know.
7. To make yourself acquainted with the home influences affecting your pupils.
8. To know as fully as possible the past history of each one of your pupils.
9. To make yourself acquainted with the moral, physical, and intellectual natures of your pupils, in order that you may be able to teach and manage every one according to his nature.
10. To talk to your pupils in a natural tone of voice.
11. To commend your pupils for all earnest work and effort.
12. To talk to your pupils how to study.
13. To teach and inculcate the virtues of order, system, method, promptness, industry, punctuality, and strict attention to business.
14. To teach the value of time and its improvement.
15. To teach the ways of getting knowledge.
16. To teach the reasons for and the value of good school order.
17. To keep pupils up to time in their grade work.
18. To introduce as much variety as possible in work, and to keep pupils busy.
19. To attend to the physical training of your pupils, to see that they take proper positions when sitting, standing, or moving about the school-room.
20. To teach pupils how to take care of their property.
21. To inspire your pupils with enthusiasm in the pursuit of knowledge.
22. To implant in pupils aspirations for all attainable excellence.
23. To encourage a cheerful spirit in all school work.
24. To require nothing of a pupil that there is a doubt of his ability to do.
25. To notice all faults in manner, conduct, and language, and kindly correct them.
26. To understand thoroughly any complaint against a pupil before acting upon it.
27. To guard against threats and promises which lead to so much embarrassment.
28. To aid and encourage dull and unfortunate pupils.
29. To permit no pupil to make the discovery that he can annoy you.
30. To make no mention of former faults or irregularities that have been settled.
31. To be just and impartial in all your dealings with pupils.
32. To keep your school-room at the proper temperature and well ventilated.
33. To avoid sarcasm or epithets that would wound the feelings of a pupil.
34. To avoid all allusions to the social relations of pupils and parents.
35. To expend your energies in teaching what your pupils do not already know.

TO PARENTS.

1. To avoid wounding the feelings of any parent by word or manner.
2. To endeavor to secure the confidence and cooperation of parents in your efforts to benefit their children.
3. To know that a dispassionate conversation with a parent will almost always convince him that you are pursuing a correct course with his child.
4. To keep parents fully informed of the doings and progress of their children.

TO SCHOOL PROPERTY.

1. To make the school-room a pleasant and attractive place for children.
2. To ornament the school-room with pictures, drawings, etc.
3. To take good care of all books, maps, charts, blanks, keys, and other school properties entrusted to you.
4. To inspect daily the stoves, furniture, and other school properties, reporting any damage at once to the Principal.
5. To make the school-room a pleasant and attractive place for children.
6. To leave everything in a satisfactory shape at the close of the school year, or at any time when you leave one room for another.

TO THE SCHOOL AUTHORITIES.

1. To understand and enforce the Rules and Regulations prescribed for the management of the schools.
2. To carry out faithfully the instructions of the Superintendent and the Principal.
3. To keep your school records and make your school reports exactly according to instructions.
4. To use all school blanks according to directions printed on them.
5. To confer at once with the Principal when in doubt as to any matter connected with school duties.

TO THE SCHOOL.

1. To be at your post in time, or never to be tardy.
2. To be systematic and methodical in all your work.
3. To be cheerful and enthusiastic in your work.
4. To keep your classes supplied with proper work.
5. To keep neat files of all reports, records, circulars, excuses, notes, and letters received, and of other business papers.
6. To give your undivided attention to school duties, never reading books, working on school records, nor writing letters during school sessions.
7. To have a carefully prepared programme for your daily exercises, and to follow it closely.
8. To work your classes upon the prescribed course of study.
9. To talk little and in a natural tone of voice, but do much in school.
10. To read a journal of education.
11. To know that the best school teaching is always connected with the best school government.
12. To know that good school government exists only where each pupil attends quietly and faithfully to his own business at his own desk, which is his place of business.
13. To rely upon your own tact, skill, energy, and devotion to your school work.
14. To feel an honest pride in your school, and a determination that its work and progress shall give it high rank among schools.
15. To speak the English language in its purity.
16. To guard against the loss of time and waste of effort from the following causes:

1. Stopping work to attend to individual cases of discipline.
2. Waiting for dilatory pupils.
3. Lecturing or talking upon matters of little importance.
4. Fussy and indirect ways of getting to work.
5. Slow and noisy movements of pupils about the room.
6. Inadequate preparation for the recitation.
7. Writing letters or working upon records during session hours.
8. Permitting irrelevant questions by pupils.
9. Allowing pointless corrections by pupils.
10. Wandering from the subject matter of recitations.
11. Speaking too slowly.
12. Speaking in such tones as to disturb and distract pupils at their work.
13. Putting work upon slates, paper, or blackboards too slowly.
15. Dwelling upon what pupils already know.
16. Repetition of answers or parts of answers.
17. Inattention requiring repetition of questions.
18. Failure by some pupils to understand each step in a recitation.
19. Having no well defined next upon which to direct effort.

TO YOURSELF.

1. To use every effort to improve in the science and art of teaching and governing a school.
2. To exercise a watchful care over every act and word, teaching by example as well as by precept.
3. To attend teachers' meetings.
4. To be methodical in all your work.
5. To spare no pains to preserve your health.
6. To be very careful, guarded, cautious, and circumspect in everything you say and do in presence of your pupils.
7. To keep such private record of your own work that, at any time, you may be able to give the important facts in connection with any year of your school service.
8. To pursue some branch of study outside of your professional work.

TO OTHER TEACHERS.
1. To aid and encourage fellow teachers by a friendly appreciation and recognition of their work and efforts.
2. To give other teachers the benefit of good methods you use.
3. To call the attention of others to any good books or articles that you have found of service in your work.
4. To extend every courtesy and render every assistance to teachers just entering upon duty.

SCHOOL boards, directors, and trustees, who have authority to employ the persons who teach the children of our land in the public schools, have resting upon them a vast responsibility. Plato, in the long ago, said, that in any nation the children are the mines of greatest wealth in that nation. If that was true then it is equally true to day. But those mines need working, and in order that the nation may reap the full benefit of their riches, they need efficient working.

You school boards, directors, and trustees, are placed in charge of the working force in those mines. Upon you rests the whole responsibility of selecting miners who are able to exhume fully the hidden treasure. Are you awake? Do you realize the weight of the responsibility? The man who holds in his hand the funds of a state feels a great responsibility. The judge, the agent with who are called upon to judge upon a strongly contested murder case feel their responsibility in a high degree, but is it any greater than that which rests upon the man, or men, who are called upon to decide who shall be the persons that mold the mind and character of our children? The former decide upon a question that affects directly one individual, indirectly a family or possibly a community; the latter decide upon a question that directly affects a number of individuals, indirectly a whole nation. The one decides upon the life or death of a guilty (or apparently guilty) man, the other decides upon the future welfare or woe of the children for whose mental and moral wants he is responsible. The jury acts with the greatest caution, considering the future as well as the present; the school trustee acts, alas! how often in a careless, indifferent manner, considering private ends rather than the highest welfare!

It is a notorious fact that many school officers are influenced so largely by outside pressure, that act contrary to their better judgment, engaging a teacher because he is somebody's son, or uncle, or niece, or godchild, or something of that kind, rather than because he is qualified; or worse yet, hiring a teacher he knows to be poor, or about whom he knows nothing whatever, merely because the school is small, and she will teach for "such low wages." Such an act should be criminal because of its deleterious effect upon the rising generation.

Aristotle said, "Show me the instructors of the children of the nation, and I will foretell its future." Another noted philosopher, Socrates, said, "Give me the training of your children until they are thirteen, and they are mine, I care not what you do with them thereafter." Every teacher stamps upon the child's mind, not only a portion of his acquired knowledge, but also a part of his character, his habits, energies, and vitality. And when the mind is young, and suscepsible, he stamps all the more indelibly his "mark" upon it.

We have all realized this. The great Alexander said that he owed all that was good and noble in his nature to the influence of his famous teacher, and he did not cease to venerate and esteem that teacher throughout his eventful life.

Most of us can look back with memory's eye, and still see some teacher of the by-gone days whom we, perhaps unconsciously, imitate. A man in Linn county, Iowa, who had been twice arrested for larceny, said a few weeks ago: "I first learned to swear and to smoke from a teacher I went to high school with ten years ago." Thank God such teachers are very scarce now. If such is the influence the teacher exerts on the child, how important it is that we have only the best of persons for teachers; that the persons chosen to teach are men of character, men of attainments, men of influence, men with a knowledge of the word of God, men who can teach the child the way of life and the way of death.

I believe the cause of education is not only a matter of common public interest, but of most paramount importance. The man, the woman, the boy, and the girl, must be educated, for their own happiness and the elevation of the country. We cannot separate the concern of the public with their own interests. We must educate our children for the world of to day and the world of after to day, and the children of to day are the parents of to morrow.

The teacher should realize that teaching is a sacred trust, that he is a public servant, and that he is expected to teach the child "to do at the present time, educationally, is to teach the teachers." It is correct. Teaching, one of the most eminent teachers says, "demands the whole man;" yet it is undoubtedly the case that only a few give themselves wholly to the work. The principal occupies himself in a routine of reports; the assistant bas a certain amount of grading, and between the two the pupil fails to get what he needs of both. The teacher is like a watchman, who must mark upon the slate or the page, the occurrences of the present, and the events of the past and the future. The teacher must bring to the pupil the wisdom of the ages, the values of the race, the achievements of the nation, the history of the world, and above all, the truth of God the Father, Jesus the Christ, and the Holy Spirit.

The future of the race is in the hands of the teachers. By their teaching, they can build up the life of the child. They can make him strong, or they can make him weak. They can make him great, or they can make him small. They can make him a man, or they can make him a woman. They can make him a Christian, or they can make him an infidel. They can make him happy, or they can make him sad. They can make him a friend, or they can make him an enemy. They can make him a giver, or they can make him a taker. They can make him a thinker, or they can make him a doer. They can make him a leader, or they can make him a follower. They can make him a patriot, or they can make him a traitor. They can make him a believer, or they can make him a unbeliever. They can make him a Christian, or they can make him an infidel. They can make him a good man, or they can make him a bad man. They can make him a friend, or they can make him an enemy. They can make him a giver, or they can make him a taker. They can make him a thinker, or they can make him a doer. They can make him a leader, or they can make him a follower. They can make him a patriot, or they can make him a traitor. They can make him a believer, or they can make him an unbeliever.

CONJUGATION A L'AFRICHE.

I dun it.
Present.
You dun it. He dun it.
We or us uns dun it.
You uns dun it.
They uns dun it.

Imprefect.
I dun dun it.
You dun dun it.
He dun dun it.
We or us uns dun dun it.
You uns dun dun it.
They uns dun dun it.

Perfct.
I gone dun dun it.
You gone dun dun it.
He gone dun dun it.
We or us uns gone dun dun it.
You uns gone dun dun it.
They uns gone dun dun it.

Pluperfect.
I dun gone dun it.
You dun gone dun it.
He dun gone dun it.
We or us uns dun gone dun it.
You uns dun gone dun it.
They uns dun gone dun it.

First Future.
I gwine dun it.
You gwine dun it.
He gwine dun it.
We or us uns gwine dun it.
You uns gwine dun it.
They uns gwine dun it.

Second Future.
I dun gwine dun it.
You dun gwine dun it.
He dun gwine dun it.
We or us uns dun gwine dun it.
You uns dun gwine dun it.
They uns dun gwine dun it. — E. A. Mote, in Sunday Afternoon.

MULTIPICATION OF FRACTIONS.

A scholar said to his teacher, "I do not see why, in multiplying fractions, we should multiply numerators together and denominators together."
The teacher replied: "Suppose your slate to be a farm, of which you own 11-17ths, and that you wish to sell 5 9ths of your share. Now mark your slate off with straight lines so as to divide it into 17 parts, and designate 11 of those parts as your own. Now mark off each of those 11 parts in 9 divisions each, and count off 5 out of every 9, to be sold."

It was done.

"How many spaces is your slate divided into?" said the teacher.

"Seventeen one way and nine the other," was the reply.

"Carrying the lines across the slate it would make how many?"

"153."

"Why?"

"Because 9 times 17 are 153."

"How many of the spaces to be sold?"

"56."

"Why?"

"11 one way and 5 the other make 56."

"Then you have multiplied 11 by 5 and 17 by 9, numerators together and denominators together."

"Yes, and I should sell 55-153ds of the whole farm."

"Right."

A Philadelphia paper says that the most important thing to do at the present time, educationally, is "to teach the teachers." It is correct. Teaching, one of the most eminent teachers says, "demands the whole man;" yet it is undoubtedly the case that only a few give themselves wholly to the work. The principal occupies himself in a routine of reports; the assistant has a certain amount of grading, and between the two the pupil fails to get what he needs most of all. This shows that our systems are somewhat wrong to result thus. And this "system" has helped to take away responsibility from the teacher, and that feeling that she must make constant and diligent effort to improve. The teacher must consider herself or herself as still a scholar; those are all wrong and in an unhealthy condition who feel otherwise.—N. Y. School Journal.

To the Editors of the Weekly:

Please publish the following example for solution, in the Weekly: Sold lumber on 5 per cent commission. Invested net proceeds in dry goods, after taking 2 per cent commission. My last commission was $70. What was the value of the lumber and of the dry goods? There has been some disagreement in regard to the result of this example. Respectfully,

Grant Center, Iowa, Aug. 27, 1875.

P. H. Woodward.
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