The Educational Weekly.

The Educational Weekly.

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E. O. Vaile, Editor and Proprietor.

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Chicago, Thursday, September 19, 1878.

Editorial.

“Opportunity Never Lingers Around.”

This sentence comes with as much force to teach as it does to pupils. The opportunities of to-day need not be looked for to-morrow. There may not be as much of “the madding crowd’s ignoble strife” in the teacher’s profession as in law or medicine. But we would be sorry to believe that there is a teacher who has not an eye open toward a better position, or toward improvement in the position he now holds. Thus interpreting the teacher, we last week advised him (and her) to “sit alone.” But, suppose the teacher has a room of his own. How shall he put in his time? It is not possible to answer this question for each individual case. But in general, the teacher’s first duty is to prepare for the next day’s work in school. The lesson in arithmetic, in grammar, in spelling, in reading, etc., is to be prepared. The ground must not be new ground to-morrow. The teacher must know more about it than he can get from his regular text-book. The more text-books he has upon his study-table the better. Each will contain points and modes of presentation that the others do not. By these the teacher will be or ought to be so much the wiser. For the young teacher, or for the teacher taking charge of a new department, the preparation for school will occupy the whole evening. But after one or two classes or schools have been taken over that course, the teacher, having been thus thorough in his own preparation, will find himself able to prepare for the next day in one quarter of the time consumed at first. But the faithful teacher will never find himself free, no matter how long his experience, from the obligation to make special preparation for each day’s lesson.

But after this first, this imperative duty, then what? Personal needs and inclination must answer. But don’t spend the remaining hours in mere desultory reading. At the beginning of the term set your stakes to accomplish so much at least, and then—accomplish it. But don’t attempt too much. It is better to read two, three, or four books upon the same subject, than to read the same book through two, three, or four times. The young teacher, after mastering his or her text-books, may find the history of the United States the most convenient and desirable subject to undertake. His best course is to get the briefest child’s history he can find, and to master it, as the skeleton or framework of his subsequent reading. Then take some such work as Venable’s, Berard’s, or Higginson’s. Then some higher work, as Lossing’s Field Book, or Greene’s Lectures on the Revolution. The Weekly believes it is a mistake for students or student-teachers to attempt to read continuously such works as Hildreth’s, Bancroft’s, or even Bryant’s. They require too much time for the impression they leave. They are for reference or for diversion. The teacher needs to know something of too many subjects to justify him in attempting to read in full such voluminous works. History naturally leads to biography. Here the chief lives are Franklin, John Adams, Washington, Jefferson, and Webster. Six months should be enough to accomplish all this. Some subject in science may next be taken up in a similar way, such as physiology, or natural philosophy, or a course in English literature. Something of this kind the teacher owes it to himself to keep on the boards continually. Opportunities come to those only who improve opportunities. Let no teacher look for advancement who neglects the present. What we are depends upon what we have done in the past. What we shall be in the future depends upon what we are doing now. These are dry truths, we know. But there are teachers who need to consider them. We know of some who to-day stand for no more in the scale of manhood, womanhood, and teacherhood, than they did twenty years ago. It is for us to remember, as well as for our pupils, that wasted time cannot be made up by extra exertion in sudden need. Don’t delude yourself with the thought that you will be able to fill the occasion which you hope is to come to you, unless you are making the most of the present. If your school began Monday, you ought to be well into your work to-night. Remember, that teacher will best discharge his duty to his school and to society, who best discharges his duty to himself.

A School Programme.

Next in importance to the teacher stands the time-table of the school. The main function of a programme is to dispose definitely of every minute of school time for each pupil. Many teachers provide only or chiefly for the recitations. This is a mistake. As an aid in securing good order as well as good lessons, every pupil should know just what work he is to do at his study-seat as well as on the recitation-bench. And the teacher ought to be as careful to see that every pupil is really attending to his proper study work as to see that every member of the class is in proper place for recitation. We publish elsewhere in this issue an actual working programme of a primary school. It will prove helpful to any teacher who is engaged in arranging one for her own use. We would like to publish one or two of the same
working kind for ungraded schools, if some of our friends will be kind enough to send us a copy of the one that is really on their black-board.

It is important that the time-table shall be posted in such a way that it can be read from any part of the school-room. Every scholar can know then, without being reminded, just what he ought to be doing at any moment; and can properly be held accountable for failing to follow the card.

**SHALL OUR SCHOOLS BE CONVERTED INTO APPRENTICE SHOPS?**

It is of inestimable value to every boy to learn how to drive nails, how to saw with a hand-saw, how to use a file, and how to handle a blacksmith's hammer and tongs. But is it good policy for the state to undertake to teach these things to its youth? Would it be wise to re-model our public school system, and to build by the side of every school-house in the land the annex containing a carpenter's bench, and a blacksmith's forge and vise? Would it be a step in the real interests of society for school boards in city, town, and country districts to make some such an announcement as this?---"Hereafter, all teachers employed by this board must present, in addition to their ordinary certificates, satisfactory evidence that they are able to use with some skill the hammer, plane, saw, chisel, file, and square, and they shall be required to devote not less than four hours each week to the instruction of their pupils in the use of said tools." If the Christian Union, which is so boldly and persistently advocating this reform, as it is pleased to call it, constituted in itself a school committee and had full authority, would it attempt or advise this experiment in the schools for which it was responsible? While we put the question in all candor, our confidence in the good judgment of our esteemed contemporary compels us to believe that it would do nothing of the kind. To no teacher who might apply to it for a position would it put the question, Did you ever make a saw-buck, or a clothes-horse, or a trundle-bed, or a wash-bench, or a book-case, or a wood-shed? It would never ask him to take a square and scribe-awl and lay off a board into pieces a foot long, in the most workman-like manner he could. It would never think of asking him to make a mortise in a block of wood, or to take a file and true up the lead of a ten-penny nail. And yet some such course as this it would be obliged to follow in order to be consistent with its own principles as announced recently, or in order to carry out the theory of President Runkle and of the advocates of industrial education as a part of the common-school system.

No one can claim more loudly the dignity of labor, or feel greater sympathy for it, or realize more fully the value of the trained intellect joined with the skillful hand than the Weekly. Educated labor is an invaluable product. But that it is wise to attempt to give, by a general tax, particular skill to the child's hand, we cannot believe. Two weeks since we tried to show that the education of labor, although a specious remedy, is not a genuine one for the distress we are now suffering. We may teach men how to work; but that is not furnishing them with work, nor with bread for their children.

But aside from the insufficiency of industrial education as a panacea for the laboring-man's ills, the logic of this movement, if it proceeds, will sooner or later prove fatal to the best interests of society. We honor the fathers for their distinct recognition of education and intelligence as the corner-stone of the Republic. Generation upon generation has been brought up upon that familiar copy, *Education is more desirable than gold,* meaning not manual education but education of the intellect. But now this position, the text of orator and poet, and the seed from which has sprung our common school system, is to be abandoned. We are now to change front. Heretofore, our education has aimed at the man; now its object is to be the mechanic. We have tried to train the intellect; now we must train the hand. Just so far as the necessity for this manual training is granted, just that far must it be admitted that the apotheosis of common school education for the last fifty years has been a mistake. We do not maintain that the argument from prescription is of highest validity. But before we abandon the ground which has given to the United States her distinctive position among the nations of the earth we cannot consider too carefully the step we are about to take.

But again. If the state acknowledges or assumes the obligation to teach children to saw, to plane, to mortise, etc., at what point in the life of the citizen-pupil will the state be rid of its obligation? If it teaches a boy to be a carpenter, is it not bound to furnish him with carpenter work to do when he becomes a man? If with paternal care it brings a boy up as a blacksmith, or if it even takes pains to develop in him special adaptation to that calling, how can it excuse itself for turning him adrift unemployed when his school-days end? We foresee the attempt to turn our position by applying the argument to the present system of education, and our answer is ready when there is occasion to give it. But we insist that the only wise policy for the state to pursue is to impart an education which applies to and benefits all men alike. Any other course puts the state in a paternal attitude which must prove inimical to the interests of society. It is not pertinent to cite us to Russia for a lesson in wisdom. The relations of society and government are quite different there. What may be consistent there would be quite inconsistent here.

In a thoughtful article on The Readjustment of Vocations in the last number of the North American Review, Mr. Wm. T. Harris presents as the two main remedies for our present ills, (1) affording facilities for "going west," and (2) "education of the people to versatility and easy readjustment of vocation." The potency of the second is not questioned in the least. But what is the education which will best promote this "versatility and easy readjustment?" Is it that which tends to initiate the boy into a particular handicraft? which gives him the use of certain tools, but leaves him in entire ignorance of others just as important as a means of livelihood?

Mr. Harris recognizes the fact that "the more special the education the less it fits the individual for a change in vocation." And yet he advocates the establishment of "school shops," upon the presumption, it would seem, that a boy during his school days can learn the theory and practice of tools in general, thus literally becoming a "jack at all trades and master of none," and without acquiring any special inclination or adaptation. To us it seems utterly impossible for a boy to learn the mysteries of so many tools and trades in his few years of school life, and observation convinces us that it is mental power and quickness rather than dexterity in one or two trades that enables a workman to adapt himself to emergencies and to "switch off" in to the use of other tools. We must feel that in order to promote this versatility of power among the people it is the policy of the state to confine its exertions to the general mental growth of its children, and to leave to individual and private efforts the paving of the channels through which these developed intellectual faculties shall exert their combined energy.
WHAT THE OLD CLOCK SAID TO ME.

BY ELIZABETH CUMMINGS.

Grandfather's house was old and red,
A gravelled walk to the door-step led;
The door was green with a knob of brass,
And over its top was a pane of glass;
A great brass knocker, shaped like a snake,
Was hung on its panels, the house to wake.

You opened that door on a wide low hall,
On one side a settle was 'gainst the wall,
Opposite stretched a fire-place, bright
With a hickory fire every night.
Quaint yellow chairs upholstered with red,
With a queer little frame to rest the head,
Were scattered about; but best of all
Was the rare old clock; that black and tall
Stood in the corner; for it could talk.
Though it was so learned, it could not walk.
When I grew lonesome on rainy days,
And tired of dolls and childish plays,
I'd list to the clock. "Little girl," it would say,
"The minutes, the hours, the days fly away;
Work and learn while you can, don't wait,
No words are so sad as those words, too late!"
"Time once lost will never come back;
Take care of your minutes, tick tack, tick tuck.
"Remember, wrong acts once done are done,
The best time to grieve is before they're begun;
Remember, cross words, once said, can never
Be unsaid, though you should try forever.
Bad words and bad acts can never come back
Though you're ever so sorry—tick tuck, tick tuck.

"Do good while you can, and learn while you may,
What you call life is short as a day;
Time is most precious of gifts you lent,
Beware of the sin of time mispent.
For life once past can never come back;
Take care how you live—tick tuck, tick tuck!"

Childhood from me forever has fled,
Grandfather, grandmother, both are dead;
Strange folks live in that house to-day,
But the words of the clock hold true alway—
"Life, one past, can never come back;
Take care how you live—tick tuck, tick tuck."

PROTECTION.

Prin. S. H. WHITE, Peoria, Ill.

WHAT protection? That of society against inefficiency, and of our profession against incompetency. The principle is recognized by the state, and the same power provides a way by which each profession may protect itself. To be admitted to the bar, a student must study with a practicing lawyer a definite time, and pass an examination before the highest judicial tribunal, the supreme court. To be allowed to practice medicine, the candidate must be a graduate of some approved medical school, or be similarly tested by the state medical board, a body composed of men of known intelligence and professional ability. In each case it is given to the profession to determine the standard of admission to its own ranks. The propriety of such a course commends itself to the good judgment of an intelligent people. By it the public are protected from imposition and the standard of professional ability is elevated.

Apply the same test to the calling of teacher,—for, save in a limited but increasing number of cases, teaching can hardly be called a profession. The state has provided for the admission of persons to the ranks of the teachers. That the test of this admission is not placed in the hands of the teachers is a source of sincere regret. It is true that in many cases county superintendents are chosen from the live teachers of the county. For this fact let us feel thankful and take courage. Let us hope too that the time may come when, by wise legislation, this officer shall always be selected from the teachers, if not by them.

But, accepting the situation as it is, how can protection be secured? The best interests of education are served only when every teacher possesses a certain minimum of theoretical and practical knowledge, and an ability to apply the same. Since teachers as a class do not have this strength, public interests demand that the standard be lowered only so far as to obtain the requisite number to supply the schools. Every proper means should be practiced to protect the people against poor work in the school room, and the exclusion of as much poor material as possible from the teachers' ranks is one of them.

To make the application. Suppose a county to have one hundred school districts, requiring as many teachers, and calling for that number of certificates annually, if all are of the second grade. But each teacher does not work all the year, so that, practically the number must exceed the number of schools. By examining the records of his office, the county superintendent can ascertain the amount of this excess. Then let the number of certificates granted be not greatly in excess of the whole number of teachers needed each year, it being borne in mind that a first grade certificate is equal in time to two of the second grade. This being fixed, the examiner can, with a fair degree of certainty, fix his standard so that the desired number of applicants, and no more, will be able to stand his tests. This standard once fixed, should be conscientiously observed, despite the importunities of boards of directors to grant special certificates, or the wealth, position, or influence of the friends of the applicant.

How much shall the standard include? By the school law the examiner must certify that the holder of the certificate "is qualified to teach" the studies named. In view of this language the question whether examinations as generally conducted are sufficient to show such ability, seems pertinent. Is a test which requires the applicant to present a certain per cent of correct answers to questions asking only for knowledge concerning the studies named sufficient? Is a test for knowledge simply a test also for such ability to impart that knowledge as a teacher should possess? The testimony of the best educators of the past and the present controverts the idea that such is the case. The legislation of the nations disapproves it.

It would seem then that an examination to ascertain an ability to teach a study should include questions concerning the method of teaching. Without putting any unreasonable construction upon the law, it may be said that teaching is made more prominent than knowing. Its language is, "ability to teach," not a mere knowledge of the studies.

And what would be a greater protection to the public than that teachers shall be examined concerning their fitness to do that which they are expected to do, to teach? What would add more vigor and effectiveness to the work of the school-room than to have teachers add to their present attainments an ability to impart knowledge systematically and well? What would tend more to elevate the standard of the calling and protect it against the incursions of those who make it a stepping stone to something else, or a place of refuge during the hard times or the winter's storms?

The Dabouque Herald is responsible for this problem: "An army, twenty-five miles in length, marches twenty-five miles. At the moment of starting, a courier was dispatched from the rear to the front. He overtakes the head of the army and returns to the rear just as the army have finished their twenty-five-mile journey. How many miles does the courier ride?"
REVIEWS.

The School-Room Chorus. A Collection of Two Thousand Songs suitable for public and private schools. By E. V. DeGraff, A. M. (Price 35 cts. pp. 147. Davis, Bardeen & Co., Syracuse, New York.)—This is an admirable book for the money. It is well and uniquely bound, and contains a good collection of songs for the school-room. We are always pleased to find in a new book such good old songs as Work for the Night is Coming, Kind Words Can Never Die, The Mellow Horn, Old Dog Tray, Battle Hymn of the Republic, etc. The Devotional songs are all standard, such as Dennis, Laban, Pleyel's Hymn, etc. We do not enjoy the song Rite, O Rite to Nobler Manhood, set to the melody, Tramp, Tramp, Tramp, on page 56. In the name of the noble martial tune and its associations, we protest against its being married to such flimsy, sentimental poetry.

Elements of Natural Philosophy. A Text Book for High Schools and Academies. By Eliot M. Avery, Ph. M., Principal of the East High School, Cleveland, Ohio.—New York: Sheldon & Co., pp. 456. Introduction price, 90c.—There is no other department of high school instruction which presents in inviting a field for the experiments of the text-book maker as the department of physics. Hitherto there has been no text-book in this subject which has been satisfactorily tempered to the conditions and demands of the average class and teacher in our schools. That this book will prove more satisfactory than others can hardly be doubted. It has enough in it that is promising and fresh to justify giving it a full trial; and we understand that it has already met with a flattering reception, judging from the number of orders that have been received by the publishers. Its illustrations of apparatus and operations are abundant and satisfactory, a smaller number than usual being borrowed from previous works. It is up (or down) to date, containing clear descriptions of the telephone and phonograph, and making free use of the metric system. The relative amount of space to each branch of the subject seems just, in the main. The problems—a marked feature in the study of elementary physics of late years—are abundant and useful, and, together with the questions proposed for review, are fresh to a work of this grade, and will serve as a valuable " crib " to examiners in this subject. The experiments are mainly simple and home-made. The sections on sound, heat, and light seem especially fine, showing great care and judgment in the determination of what should be inserted out of the great accumulation of material in these departments during the past twenty years. To the practical teacher the optical tables, given at suggested at the end of each chapter of this book, will be of great value. The language seems always clear, although the style is the style of one not perfectly at his ease. There is about the book an air of hyper-perfection, so to speak, which is not altogether commendable. For instance: By general practice, excepting very few most advanced works in Physics, mechanics is taken as that department of physics which treats of forces and their effects; while dynamics and statics are its branches treating respectively of forces producing motion, and of forces in equilibrium. But in this book the term dynamics takes the place filled elsewhere by the term mechanics, while kinematics and static become the branches. Common use is made of such terms as dyne, erg, hydrokinetics, terms for which the pupil will look in vain in any ordinary book of reference. True, they are explained when they first occur; and it is wise, on the whole, to follow Thompson and Tait in their use. But scarcely a word is said of this deviation from the common usage. It is certainly a good thing to be abreast of the times, as this book is. But when text-book compilers venture to be more modern and "fresh" than our standard dictionaries and cyclopedias, would it not be well for them to show enough deference to tip the hat at least by a foot-note?

It is to be hoped that the author will some day re-write his whole first chapter, and put the twenty-four pages into twelve pages or less. The properties of matter need some attention, doubtless. But where is the utility in such definitions as these? "What is Indestructibility? Indestructibility is that property of matter by virtue of which it cannot be destroyed." "What is Divisibility? Divisibility is that property of matter by virtue of which a body may be separated into parts." We can imagine an undertone in the class. "I thought so." What light do these definitions, and a dozen in this chapter like them, throw upon the subject? It is to be regretted that the relative position and intensity of luminous, thermal, and actinic spectra are treated almost precisely as in books of fifteen years ago, no mention whatever being made of the results of the admirable investigations of Dr. John W. Draper in this direction. But the most serious fault to be found with the book lies in the style and manner of presenting its matter. While each subject is certainly discussed in a clear and concise manner, there is present a sort of stereotyped preciseness and formality, which is calculated, though probably not designed, to give aid and comfort to the class of teachers who are inclined to magnify the importance of clear, verbal statement, and who are not satisfied with lodging clear ideas in the pupil's mind and then allowing him, as it were, to shift for himself for the utterance. But if there is any subject in our courses of study which furnishes a superior basis for language lessons it is natural philosophy. There the pupil deals with the tangible, with objects themselves. If he is weak in describing what his own sense-perceptions convey to him, the way to strengthen him is not exactly to furnish him with crystalized statements; but to teach him how to talk for himself as he pursues the subject. It is this semi-off-hand, and yet accurate text, which does not put before the pupil or the teacher the least temptation to rely in any degree upon verbal memory, that constitutes the charm and the virtue of the science primers of such men as Tyndall, Ballou Stewart, etc. It is a matter of regret that the book before us has not more of this simplicity, this abandon, we might say, of mastership, which deposits the thought with the greatest amount of vividness, but leaves the language, the mere vehicle, uncared for and unthought of. But a book of that kind for our high schools has not yet appeared; and we have no doubt that teachers will find Mr. Avery's book superior to anything now available.

A Brief History of the American People. By Edward Taylor, A. M. (Chicago: Geo. Sherwood & Co.)—It is the primary object of this book to present the history of our country more from the industrial and social standpoints than is usual. The author borrows Mr. Green's phrase, and declares that his book is not "a drum and trumpet history." His plan of ignoring the details of military history, and of giving only the main results of campaigns, is one that will commend itself to many teachers. But thus some landmarks have to be omitted which are cherished in boyish years. The lists for collateral reading are a valuable feature. The Chart of Events seems hardly in a form to be of much service. The pictures are pertinent and instructive, while the cuts of distinguished men are probably as good as could be expected in such a book. Of the maps we cannot speak with
much approbation. Two referring to the War of the Rebellion, on pages 251 and 255, are passable; but the one on page 79, being the scene of the French and Indian War, ought to be omitted or else put into such a shape that it can be recognized as a map of a part of the American continent without giving the viewer the sensation of standing on his head. It takes even an adult person ten minutes to know where he is by this map, and then he is doubtful. How will it be with the children? The general arrangement of the book and its selection of topics indicates good judgment.

NOTES.

—We are glad of the testimony which we publish in the correspondence columns, of the value to the teacher of having his spare hours at his control and of using them wisely. Such a letter as the one from Prof. Hendricks, the editor of the Analyst, and one of the most eminent mathematicians in the country, ought to inspire many a young teacher with a determination to make something of himself. Prof. Hendricks' plan will accomplish the same for anybody—who has the brains; and it will go a long way, too, in making up for a want of brains.

—It is to be feared that the WEEKLY did not realize upon what kind of a "fly-wheel" it was getting when it allowed the reference to the ladies last week. But the question of bringing the editor to the penitent's stool is only a question of how many such letters shall come as the one from Mendota. But one swallow doesn't make a summer, and we are not going to begin to scourge ourselves yet awhile. We are glad to be assured that feminine nature has changed so materially within the last few years. However, we cannot allow the least unworthy insinuation toward the ladies of our acquaintance. We declare they are as amiable as any the country affords. But fortunately, or unfortunately, the more amiable, the less they were (we say were because—please don't insist upon our telling just now) inclined or allowed to "sit alone."

—It is announced that owing to contemplated changes in the ownership, and improvements in the organization and management of the Ohio Central Normal School at Worthington, the first term of the school year of 1878-9 will commence Dec. 2, 1878. By that time a board of trustees or managers, composed of leading superintendents and teachers in the state, will be appointed; and a full Faculty of instruction, representing the contemplated departments in Physics, Mathematics, Language, and Pedagogics will be completed.

This delay is necessary for inaugurating a plan for a first-class normal school, such as is contemplated in the "Memorial" of last winter; and our friends and the public generally may be assured of the permanency of this school, either in the present location or elsewhere; and that its past is but a prophecy of its future usefulness.

Catalogues containing full particulars of organization will be sent to all students and others as soon as arrangements are completed.

—Aaron Gove, superintendent of the Denver public schools, has placed a very neat little hand-book in the hands of his teachers, embodying the names of all school officers and teachers, the district boundaries for the various schools, a calendar for the school year 1878-79, dates of all teachers' meetings, pay-days, etc., the rules and regulations of the board which pertain to the teacher's duties, instructions to teachers and janitors, suggestions, outlines of grade work, list of text-books, and the rules and regulations of the Denver public library. Blank pages are interleaved that teachers may enter such notes as occur to them which may in any way influence the public schools of Denver in their future management. The books are to be deposited with the superintendent at the end of the year.

—in the New York Trade Journal of August 24, 1878, we notice a glowing setting forth of the high character and great value of the educational works published by Messrs. Sheldon & Co., of New York. It is worthy the pen of one of our heroic friends, the book-agents, but its facts can scarcely be disputed. The article represents that this firm is one of the oldest book-publishing houses in the United States, ranking second only to the Harpers. Their business is now exclusively wholesale, a special feature being the production of educational and scientific works by standard authorities, as Prof. Hopkins' Moral Science, Pres. Fairchild's Moral Philosophy, Colton's New Geographies, Hooker's New Physiology, Shaw's New Series of English and American Literature, Avery's Elements of Natural Philosophy, Hill's Elements of Rhetoric, Olney's Algebras, Arithmetic, and Higher Mathematics, and Wayland's Political Economy, recast by Pres. Chapin, a work reviewed in these columns two weeks ago. In connection with the mention of this last work, testimonials are published from Hon. M. R. Waite and Hon. Wm. M. Evarts as to the value of the original work by Dr. Wayland and the fitness of Dr. Chapin to revise the book. On the whole, the article, though brief, places the firm of Sheldon & Co. in the foremost position as publishers of standard and reliable educational literature.

—a recent publication by Potter, Ainsworth & Co., and worthy the attention of all teachers interested in teaching "language," is the series of four books known as Greene's Graded Language Blanks. The series is graded, and is designed to teach the structure of the language by producing it as the expression of thought,—the same purpose which actuated the author in the preparation of his other late works on language and grammar, particularly his "Thought and Expression, or the Child's First Book in Written Language." These blank books may be used in the common way, but if the teacher is competent to seize and apply the method of Prof. Greene, it will be found a very different thing from the ordinary use of a copy-book. At the head of each page is a picture, and by the side of it are words and combinations of words, given as expressions of thought. Below these are suggestions to the teacher, which, if followed closely, will lead the child to look upon the writing exercise as a means of expressing thought, and not as a mechanical combination of forms. The child in writing is to understand that he is telling something, and not making words by putting letters together; that is merely spelling. The fullness of the notes and suggestions given by the authors is a valuable aid to the teacher, and should be read and studied carefully. Each of these little books contains sixteen pages of good stout writing paper, neatly printed, and bound in a stiff paper cover. The retail price is five cents. No. 1.—Easy Lessons in Expressing Thought; No. 2.—Easy Lessons in Combining Thoughts; No. 3.—Easy Lessons in Developing Distinctions; No. 4.—Easy Lessons in Distinguishing Forms. Authors, S. S. and F. B. Greene. Address Potter, Ainsworth & Co., New York, Boston, or Chicago.

—At the meeting of the Southern Educational Association last month, in Chattanooga, one session was held at the summit of Lookout Mountain, and one of the members present pointed out parts of seven states visible to the naked eye from that point.
TO THE TEACHERS OF CHICAGO.

By DUANE DOTY, Superintendent.

DUTIES OF PUPILS.

TO THE SCHOOL.
1. To be prompt and regular in attendance at school.
2. To observe and obey the rules and regulations of the school.
3. To attend cheerfully to every duty.
4. To remember that the school is kept for your benefit.
5. To do your full part in making your school the best possible.

IN THE SCHOOL-HOUSE.
1. To attend quietly and faithfully to your own business at your own desk.
2. To attend promptly to every school requirement.
3. To move quietly but quickly about the school-room and halls.
4. To recite lessons in a full natural tone of voice, pronouncing every word distinctly.
5. To do all manual work upon slates, paper, or blackboards, with the greatest rapidity consistent with neatness and accuracy.
6. To avoid disturbing the school by such unnecessary annoyances as
   1. Dropping slates and pencils.
   2. Noisily taking articles from desks.
   3. Noisily using pencils upon slates and desks.
   4. Noisily handling paper and turning leaves.
   5. Moving the feet upon the floor.
   6. Striking the desk frames with the feet when changing position.
   7. Attempting to sharpen pencils.
   8. Using the lips while studying.
   9. Carelessly opening and closing doors.
   10. Unnecessarily calling the teacher's attention to trifles.
   11. Interrupting the teacher when hearing a recitation.
   12. Bringing to desks articles not needed in school.
   13. Studying upon the wrong exercise.
   14. Forgetting to bring your books to school.
   15. Forgetting where the lesson is.
   16. Losing the place in recitation.
   17. Inattention to the instruction.
   18. The habit of not understanding a question without repetition.
   19. Answering questions before called upon to do so.
   20. Exhibiting vexation at any occurrence.
   22. Exhibiting any form of selfishness.
   24. Loitering upon the verge of mischief.
   25. Indulging in quiet vacuity of thought.

OUTSIDE THE SCHOOL-HOUSE.
1. To go to and from school in such a manner as not to disturb any one.
2. To go directly home at the close of school.
3. To come to school at the proper hour and not earlier.
4. To make no unnecessary noise in the neighborhood of the school house.
5. To obey at once the signal for entering the school-house.

TO TEACHERS.
1. To be dutiful, polite, and respectful to teachers.
2. To render proper excuses for absence and tardiness.
3. To obey promptly and cheerfully all signals from teachers.
4. To cooperate with them in their efforts in your behalf.
5. To assist them in carrying into effect any plans for the good of the school.

TO SCHOOL-MATES.
1. To be kind and courteous to all.
2. To be guilty of no rudeness to others.
3. To speak no ill of others.
4. To say nothing of others that you would not freely say in their presence.
5. To avoid tale-bearing.
6. To avoid wasting the time of school-mates by whispering, writing or passing notes, or by diverting their attention with books and signs.
7. To exhibit a helpful spirit in all your relationships.
8. To protect the weak and unfortunate.
9. To exercise a watchful care over little ones going to and from school.
10. To indulge in nothing more objectionable than a generous emulation in your work.

TO PROPERTY.
1. Never to cut, mar, mark, or injure desks, walls, fences, or any school property whatever.
2. To use and guard public property as carefully as if it belonged to your parents.
3. To avoid any injury to private property.
4. To return every article to its place after using it.
5. To keep your books and slates covered, and learn how to use them properly.
6. To keep your desk and its contents in good order.
7. To keep the floor about your desk neat and clean.
8. To be careful in the use of ink and not stain desks or books.
9. To see that your shoes are clean before entering the school-house.
10. To be very careful of all your things and waste nothing.

TO YOURSELF.
1. To remember that promptness, energy, patient industry, enthusiasm, and earnestness are the surest reliance for success in student life as well as in business life.
2. To remember that there is a time and a place for work, for play, for study, and for rest, and that the school-room is the place for study.
3. To feel the importance and understand the great value of time, and to learn how to improve it.
4. To cultivate every grace of mind and person.
5. To exercise tact in your association and dealings with others.
6. To be obedient and respectful to parents.
7. To be always neat and tidy in dress and person.
8. To cultivate a cheerful disposition.
9. To be mindful of the rights and feelings of others.
10. To do right and as you would like to have others do by you.
11. To be kind and polite to all.
12. To be in earnest in your work and equally earnest in play in the time for play.
13. To cultivate that self-reliance which always commands respect.
14. To do the very best you can in every work and exercise.
15. To know that the results of your best work are the only ones of much value to you.
16. To preserve files of your written school exercises.
17. To have nothing in hands nor upon desks during study or recitation time that is not absolutely needed in the work you are doing.
18. To obey all the laws you can learn for securing and preserving perfect physical health.
19. To let no day pass without adding something to your store of knowledge.
20. To be truthful and use good language on all occasions.

PRAISE OF A COUNTRY LIFE.

Mistaken mortals! did you know
Where joy, hearty cheer, and comforts grow,
You'd scorn proud towers,
And seek them in these bowers;
Where winds sometimes our woods perhaps may shake,
But blustering care could never tempest make,
Nor murmurs e'er come nigh us,
Save of fountains that glide by us.
Here's no fantastic masque or dance,
But of our kids that frisk and prance;
Nor wars are seen,
Un'ss upon the green
Two harmless lambs are butting one another,
Which done, both bleating run each to his mother;
And wounds are never found,
Save what the ploughshare gives the ground.
God! let the diving negro seek
For gems hid in some forlorn creek;
We all pearls scorn,
Save what the dewy morn
Congeals upon each little spire of grass,
Which careless shepherds beat down as they pass;
And gold ne'er here appears,
Save what the yellow harvest beam.

—Sir Henry Wotton.
A GOOD MOVE AND IN THE RIGHT DIRECTION.


(Copied from page 25 of Annual Report for 1878.)

WEBSTER'S DICTIONARY.—I desire to call the attention of the School Trustees and teachers to the fact that the State Board of Education has adopted Webster's Unabridged Dictionary as the standard authority for the Schools of Kentucky. The new edition of this wonderful work is well-nigh perfect as a lexicon. It excels in defining scientific terms, its etymology is without a rival, and it is a grand compendium of knowledge.

The Board of Education has appointed the Unabridged or Academic Dictionary as an almost indispensable adjunct to every school-room, and second only in importance to the blackboard.

The Trustees of each district should try and secure one for the use of the Common School, as by its employment a great deal of useful instruction may be communicated, and a standard of appeal is always on hand when a question in etymology, orthography, or any other scientific subject is mooted. It may be furnished as a part of the necessary furniture of the school-room, when a tax has been voted for furnishing purposes.

The Board also introduced in the course of study Webster's Primary School Dictionary, and it is earnestly recommended that a class be formed in it in every school in the state.


THE PARIS EXHIBITION AWARDS.

The cable brings notice, under date of August 27, of the following awards at the Paris Exposition, in the classes including the book trade and kindred interests:

EDUCATIONAL EXHIBIT.—CLASS VIII.

Diploma (equal to a gold medal).—To the United States Naval Academy, Annapolis Md.; the State University of Michigan; and the United States Bureau of Education.

Silver Medal.—To the Massachusetts Institute of Technology, and H. C. Lea, of Philadelphia.

Bronze Medal.—To the Boston University, and D. Van nostrand, of New York.

PRINTING AND BOOKS.—CLASS IX.

Diploma of Honor.—To the United States Government Printing Office.


Bronze Medal.—To Julius Bien; Harper & Brothers; Scribner, Armstrong & Co.; and David Williams of New York, and G. W. C. Asher.


To the Editors of the Weekly:

I have just read with pleasure your timely words on "sitting alone." I would say that, in my experience of ten years, the hours spent in private study and reflection have been worth as much to me as the labors in the school-room have brought me in the way of wages. It is not always convenient for one to set aside a room in a country district in the winter season, to have a room to which he may retire and enjoy his best, his deepest, his sincerest thoughts, free from the scrutiny and curiosity of others. In such cases a separate room, two or three hours a day in which he may be alone, may remain at the school-house an hour or so after all are gone. In the morning he may rise an hour before the family and enjoy his study and reflections before the cares of the day have disturbed the tranquillity of his mind. It is pleasant, comfortable, and gives the plan a rest for the winter season, to have a room in my earlier teaching. If there be a teacher who has never been in the habit of spending an hour or two each day in private study and meditation, he should try it one month at least, and note the difference in himself and the school. He will enjoy his work better, and the school will be very much benefited.

W. H. T.

PEETHAGE, WIs., Sept. 14, 1878.

The Vacation Question.

To the Editors of the Weekly:

Permit me to endorse Prof. Johnson’s Boston Letter on the "Vacation Question," in issue of Aug. 29. An interested observation of the "long vacations" has given rise in my mind, at various times, to many of the reflections he so aptly urges.

It is to be hoped that pioneer speeches of such sentiments will receive unmitigated condemnation from the mass; but, indeed, for the multitude they are saving and excellent sentiments to broach.

Young America has too much need of restraint, and independent idleness. These combine to make many a brain the workshop of evil; and perverted freedom inclines in the wrong direction.

Home government is out of date, and unflappable; it follows that conservative school management is unquestionably unpopular. Still all the discipline, influence, and regular obedience, systematic work, and anything like training, of a large proportion of scholars, is being gained in their school life.

Schools being moulded by the families that create them, much play and little work suits the children—therefore the parents,—and our frequent and long vacations are resultant. If in "distribution of school hours, sch ol days, and school time" could be compassed, as Prof. Johnson wisely and mildly suggests,—a most excellent advantage would be gained. His arguments deserve to be read by every intelligent citizen, and, if sound, to be acted upon by school boards. We hope others will follow in the Weekly upon this legitimate question.

Perry.

An Open Letter to Mrs. K. B. W.

Will you please, through the columns of the Weekly, give your opinion, and views as to the propriety of school recess at the same time—which is the true vacation or not together, since the grounds do not effectively divide them—of boys and girls?

Is it proper, or justifiable, under any circumstances?

Should it be allowed, to save time to teachers of the school—or schools—in the same building?

Please let us have plain arguments in forcible words, 'Dear Madam.'

The advice is not asked to suit an imaginary case, but a real.

Respectfully,

B. P. S.

To the Editors of the Weekly:

When "Sir Oracle" spoke through the editorial columns of our last Weekly, he provoked a feeble canine howl from this part of the state.

In his remarks about women-teachers not sitting alone, he exposed his ignorance so egregiously as to make the man who wagered ten dollars he could ride on the rail as well as Prof. Johnson was a kind husband but he didn't know much about fly-wheels. Our editor is the right man in the right place, and his fearless attacks at popular errors in education are exactly the things we need, but he is a year or two behind the times in regard to these devotes of the totes. Either his acquaintance with women who teach is very limited, or those of his acquaintance are very few indeed. In either case, it is to be pitied.

Among my personal acquaintances I am fortunate enough to count more than twenty women who teach in the state of Illinois, and that a number, not more than two, to my certain knowledge, have no regular hours for study and rest. Quite a number have to study aside from their regular work, besides keeping pace with the educational literature of their day. Many of them are lacking in physical strength, and yet, morning and evening find them busy planning and studying, and striving in every possible way, for the highest advancement of the pupils over whom they are placed.

In my personal experience I find the greatest difficulty among those who are really in earnest about the work—and of those alone do we speak—is the tendency to take their work too much to heart, and by over-work and over-worry do more injury to the cause than by neglect.

I do not flatter myself with the idea that my friends are worthy in this respect than those of scores of others, and this scrap of testimony given I am sure can be fully confirmed by many who are more experienced, and whose circle of acquaintance is much wider.

The fact in the case is that there has been a great change in the last few years in the way in which schools are managed, and some women, as well as the majority of men have been sufficiently wide awake and earnest to be up with the times in all that pertains to their calling.


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PEETHAGE, WIs., Sept. 14, 1878.

The Educational Weekly.
Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Indiana—Prof. John W. Cook, Illinois Normal University, Normal.
Wisconsin—J. Q. Runcy, Sup't. Public Schools, Oshkosh.
Minnesota—O. V. Toolsey, Sup't. Public Schools, Minneapolis.
Dakota—W. M. Brubaker, Sup't. Public Schools, Yankton.
Ohio—E. H. Foster, State Superintendent, Columbus.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.

The East—Prof. Edward Johnson, Lynn, Massachusetts.
The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

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

CHICAGO, SEPTEMBER 19, 1878.

THE STATES.

Ohio.—The public schools of Columbus were opened Monday Sept. 2, with a larger attendance than has ever before been taught. This applies to all departments—viz., High, Grammar, and Primary departments. No reduction in the salaries was made by the board of education, and the teachers have consequently entered upon the work of the year with unusual energy and enthusiasm. Our teachers have no excuse for not providing themselves with the best educational apparatus, and consequently their work is done for their pupils, and every means are taken for the intellectual improvement of themselves and the advancement of the best interests of the children. Mr. A. N. O'Neal, who for six years has been Principal of the High School of West Des Moines, Iowa, is now one of the teachers of mathematics in our High School.

The Ohio State University was opened the 12th inst. At the last meeting of the Board of Trustees, the salary of the President was fixed at $2,750, the Professors at $2,500. About seventy new students applied for admission on the opening day.

The public schools of Gallipolis have been adjourned upon account of the appearance of smallpox. Fifty persons have already died of the disease. It was brought to Gallipolis by a steamboat from New Orleans, upon which, it is reported, forty persons had died between Memphis and Gal-lipolis. A strong effort will be made this year to awaken the people of this state to the deplorable condition of the ungraded schools of the state. Circulars will be issued calling attention to the people to the present defects and needs of the system pertaining to the country schools. Educational meetings have been arranged for in several of the districts to discuss ways and means whereby an efficient system of county supervision may be secured.

Iowa.—At Iowa College a teachers' class will be conducted one hour each week, beginning Monday, by J. Rosholt, principal at Grand View, Des Moines. For six years has been principal of the High School of West Des Moines, Iowa, is now one of the teachers of mathematics in our High School.

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The school census in Oaklawn shows a decrease of 40 during the past year. In 1877 the total was 5,449; in 1878, 5,409.

J. A. Holmes, principal at Sparland, writes that his school opens with every appearance of success, a sociable, pleasant people, a very fine building, a good corps of assistants, and an intelligent, cheerful class of pupils.

S. B. Wadsworth assumes charge of an educational department in the Oregon Courier.

The schools of Sparta are under the supervision of Mr. S. B. Hood, who has been in the principal position since 1870. The central building is a commodious and substantial brick, two stories high. A reference library, much superior to many in the high schools of our larger cities, occupies one of the rooms, and the school also has an excellent set of physical and chemical apparatus. Much of this apparatus was devised by Mr. Hood, so instead of a few pieces of expensive machinery, covered with dust, on a back shelf of a case which is never unlocked except for the inspection of visitors, the school has a world of apparatus, sufficiently ample for practical purposes. The spirit in which Mr. Hood works is best illustrated by the following fact, a statement of which we hope will not be considered as "out of order." When he entered upon his duties these rooms were absolutely empty, and the building was or seemed not to be built for a school. He has gained so firm a hold that the necessary help was thereafter furnished at public expense.

The schools of Columbia, Monroe county, are under the supervision of Mr. J. H. Brown. Mr. B. has been a "Chabilladd" for two years. He was for two terms superintendent of one of the counties in Missouri. He is in a community four folds of which is a new one. The furniture is an excellent display of old and new, in design and finish, and complete in all of its appointments. We hope to see Mr. Brown and a score or more principals who are south of the O. & M. River at the State Association next winter.

Charles L. Howard has charge of the Centralla schools. Miss Preston and Miss Wyckoff, members of the Illinois Normal class of '78, are among his assistants.

The institution known as the Swedish College, at Paxton, was reopened Sept. 9, as a collegiate and normal institute. It is in charge of Prof. Kellogg, recently of St. Louis.

Ford county has nine schools. The summer institute had an attendance of thirty-four. If the people of the county will "stand by," Mr. Armstrong will double the purchasing power of their dollar now being used and raise the salary of teachers.

Last Thursday Mr. Benedict, of the Chicago Board of Education held its annual meeting. Wm. H. Wells was elected President, and Philip A. Howe Vice President. Supt. Dozy was elected Secretary. The Committee on Night Schools was instructed to make all necessary preparations for the opening of the high schools.

Prof. T. A. Talcott, of the Illinois Central School, is expected to be the principal instructor; also at Detroit, Becker, Wisconsin county, Oct. 7, for one or two weeks, as the attendance and interest may warrant.

Mr. Butler, of the Minneapolis Business College, and Prof. McConnell, of the Detroit High School, will be the instructors. It is Supt. Blunt's plan to spend a day or two at each institute held and to lecture one evening. In this way he has addressed about 4,000 teachers since last March. A marked improvement is observable in the earnestness of the teachers and the character of their work in the schools.

The public school building at St. Charles was burned Sept. 12, with most of its contents. It was a two-story and basement structure, $5275 feet, the cost of which is not known. Insured for $6,000.

Miss. M. Louise Barnett has been added to the faculty of the Kentucky Normal School at Carlisle. Miss Barnett is a graduate of the Kentucky Normal School at Rockport, N. Y.
Practical Hints and Exercises.

PROGRAMME.

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<td>Writing Lesson</td>
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Dismissal.

This programme of work actually done each day. School consists of sixty-five pupils of two grades. Each grade is divided into two sections, designated by A and B. Assisted in seat work by a supervisor.

Lottie Hicks, Teacher.

Mondays, Ill.

SCHOOL APPARATUS.

Prof. J. Baldwin, Kirksville, Mo.

SCHOOL apparatus embraces all instrumentalities used for the purpose of education. Tools are not more important to the mechanic than school apparatus to the teacher. The good teacher is skillful in the use of apparatus. Suitable apparatus doubles the efficiency of the competent teacher. The district school set, alone, is here considered. Schools of a higher grade are, usually, well supplied with apparatus. Only in district schools, where apparatus is most needed, do we find a lamentable exception.

1. The Blackboard. Head is one of apparatus. In all branches it is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

2. Extent. The board should extend around the room, and should be from four to six feet wide. The bottom of the board should not be more than two feet from the floor. The teacher’s board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much blackboard surface.

3. Color. Green is most grateful to the eye, and answers best, for all purposes, than black. After years of observation and experiment, I am constrained to recommend the exclusive use of green. Give the board two coats of black, then two of green, and it will not need repairing for several years.

4. Erasers. During recitation, each member of the class should have an eraser. Small slips of sheepskin will answer, but it is better to secure a sufficient number of the best erasers.

5. Crayons. The common, cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward movement, the dust is not seriously offensive. Pupils need to be trained to erase properly.

6. Crayon Pouch. The wainscoting should extend up to the board. At the bottom of the board should be securely fastened a trough, three inches wide and one inch deep. In this is kept the erasers and a supply of crayons. This is the best possible arrangement. Pupils need to be trained not to touch the crayons and erasers except in class, or by direction of the teacher.

7. Use of Blackboard. The least competent and most obscure teacher use the board in mathematics. The skillful teacher uses it in all recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography, maps are drawn and lessons outlined. In reading, words are spelled and defined; in science, emphasis, pitch, force, and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface, than the granger will attempt to farm without a plow.

II. Reading Apparatus. Illustrated reading charts, slates, and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshalled into service.

III. Mathematical Apparatus. Form and number must be taught to children concretely. Every step must be first taken objectively. Interest, clear ideas, and culture of the perceptive faculties result.

1. Geometrical Forms. These can be made by teacher and pupils, but it is better to secure a box of accurate forms. These forms are of great value in education.

2. Bundles of small sticks, 6 inches long, and about the thickness of an inch, furnish the best means of illustrating the processes and operations of arithmetic. Each pupil is furnished a bundle of these sticks and trained to use them.

3. The numeral frame is valuable, and should have a place in every district school.

4. Weight and measures are necessary aids. With these, the drudgery of committing unmeaning tables disappears. The study of denominate numbers becomes a real pleasure. The pupils understand what they are doing. Each child learns easily what he himself demonstrates. With these, the metric system may be rendered familiar to all, and thus the way will be prepared for its universal use.

IV. Geographical Apparatus. The earth is the real basis of instruction in this branch. Each lesson is based on the child’s observation and experience. Correct teaching leads the child to observe and discover for himself.

V. Cabinet. A small collection, to illustrate the natural sciences, can be made by the teachers and the pupils. The school board of course will provide cases.

1. Mineral Specimens of the neighborhood can be collected and classified. Exchanges can be made with other schools. The pupils may secure the donation of fine specimens. Many geological specimens may also be accumulated.

2. Botanical Specimens. The kinds of wood, leaves, flowers, grains, etc., of the surrounding country, may be prepared and arranged for the purposes of illustration. While affording recreation, the work of collecting and preparing these specimens will prove to be exceedingly profitable.

3. Zoological Specimens. Birds, insects, shells, etc., may be secured and classified. These, and indeed nearly all the objects collected, may be used to illustrate reading lessons, object lessons, lessons in geography, etc., etc.

4. Value of the Cabinet. A small collection, suitable for a country school, is inexpensive; and, from year to year, it will increase in importance. Its value, educationally and practically, is very great. Pupils are trained to the habit of analytic observation. They learn to gain knowledge at first hand. It enables the teacher to open up to the children the objective phases of nature. The basis is laid for future achievements in science. The masses are not limited to the three Rs, but are introduced to the great realms of nature.

VI. Cast. It is astonishing, when we find that the common school set of apparatus costs less than $60, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied. Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life. Judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends.

VII. Use of Apparatus. A prominent work in normal schools and nor-
The Educational Weekly, THE REPRESENTATIVE EDUCATIONAL PAPER OF AMERICA.

The Consolidation of the following Seven Monthly:

The Illinois Schoolmaster, Illinois.
The Michigan Teacher, Michigan.
The Nebraska Teacher, Nebraska.
The School Reporter, Indiana.

It was established in January, 1877, and, although less than two years old, it has attained a circulation and an influence of which older papers might be proud. It is practical, progressive, vigorous, and independent. It does not run in the narrow and monotonous limits which circumscribe the ordinary school journal. While it attends to the practical affairs of the school-room, it looks upon all live questions in science, literature, art, morals, and society, as within its province. It ministers to the teacher not only as a teacher, but also as a reflecting, cultivated citizen. Its objects are to advance education in every state; to encourage and help schools and institutions of every grade; to urge the extension of every agency that enlightened experience has approved as useful in educational work; and, above all, to create a more active and earnest sentiment in favor of the cause among the whole people. The list of its contributors is alone sufficient guarantee of the high character of the paper.

The following are representative names from the list of those who have contributed to the Weekly during the past year:

Prof. J. H. Allen, Harvard University.
Prof. Jerome Allen, State Normal College, Geneseo, N. Y.
Miss Grace C. Bibb, Prof. of Mathematics, Wabash College, Crawfordsville, Indiana.
Miss Anna C. Brackett, New York City.
Miss Clara Conway, Memphis, Tenn.
Dr. Adolph Douai, Princeton University.
Dr. J. M. Gregory, Prin. Iowa State Normal School.
Dr. John G. Gregory, Prof. of Mathematics, Princeton University.
Prof. C. Gough, Prof. of Mathematics, Rhode Island.
Miss F. A. Hall, Prin. State Normal School, Potsdam, N. Y.

In addition to the above, articles have been engaged from the following distinguished educators, many of whom likewise contributed during the past year:

Prof. Adolph Allyn, Prin. Central Normal School, Columbia, Tenn.
WM. H. Beach, Prof. of Physics, Western Reserve University, Ohio.
H. H. Belfield, Prin. Normal School, Beloit, Wis.
Miss P. B. Bartlett, Prin. Meade High School, South Dartmouth, Mass.
Geo. D. Broomell, Prof. of Mathematics, Colby College, Me.

O. C. Blackmer, Prof. of Mathematics, Ohio State University, Columbus, Ohio.
Dr. Geo. A. Chase, Prof. of Chemistry, University of Illinois.
John W. Cook, Prof. of Mathematics, Illinois State Normal University.
Dr. Stephen H. Carpenter, Prof. of Logic and English, University of Wisconsin.
James Hannan, Prof. of Mathematics, University of Chicago.
Prof. Mervie Dewey, Editor Library Journal, Boston, Mass.
Hon. Duane Doty, Prin. of University of Chicago.
Dr. Edward C. Hewett, President Illinois State Normal University.
H. E. Harrington, Prin. of University of Wisconsin.
James W. Dowd, Prof. of Mathematics, University of Michigan.
James Hannan, Prin. of Normal School, Chicago.
Prof. Edw. C. Hewett, President Illinois State University.
Geo. Howland, Jr., Prin. of Normal School, Chicago.
Prof. H. D. Henkel, Prin. of University of Wisconsin.
Prof. W. N. Hallowell, Prin. of University of Illinois.
Dr. E. O. Havens, Prin. of University of Illinois.
Prof. D. I. Kiele, Prin. of Normal School, St. Cloud, Minn.
Dr. Geo. F. Magoun, Prin. of Iowa College.
Dr. Edward Olney, University of Michigan.
Hon. J. W. Simonds, Prin. of Normal School, Milford, Ohio.
Miss P. W. Sudlow, Prin. of Normal School, Iowa University.
Prof. L. S. Thompson, Purdue University.
Prof. E. M. Warren, Prin. of Normal School, Urbana, Ill.
Dr. A. B. Winchell, Prin. of Normal School, Wisconsin University.
Miss Mary F. Hall, State Superintendent of Education.

In addition to the above, articles have been contributed by the following distinguished educators, many of whom likewise contributed during the past year:

Miss Harriet L. Keeler, Sup'ry of Public Schools, Cleveland, O.
A. P. Marble, Prof. of Chemistry, University of Wisconsin.
B. F. Meek, Prof. of English, and University of Alaska.
Dr. T. C. Menzies, Prof. of Physics, University of Japan.
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Prof. Chas. A. Morey, Prin. State Normal School, Wausau, Wis.

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[Number 82]

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