The Educational Weekly.

The Educational Weekly.

THE UNION OF
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E. O. VAILE
S. R. WINEHELL, Editors and Proprietors.
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CONTENTS OF THIS NUMBER.

EDITORIAL: Page
To our Friends and Subscribers... 112
The Metric System... 115
The Cook County Ill., Teachers' Association, Sept. 14... 116
CONTRIBUTIONS:
High School Talks.—No. II.—W. D.... 116
Some Points of the Normal Question.—No. III.—Prof. Rent. Alpine... 117
A Hymn: Dedication of Cleveland High School Building.—Mrs. Rebecca D. Richoff... 118
REVIEWS:
The Practical Arithmetic.—By W. J. Milne, A. M.... 119
Elements of Book-keeping.—By J. N. Palmer, A. M.... 119
How to Parse.—By Rev. E. A. Abbott, D. D.... 119
Topical Course of Study for Common Schools of the United States.—By E. C. Stone... 121
The works of William Shakespeare. Published by T. Y. Crowell... 116
EDUCATIONAL INTELLIGENCE:
Iowa; Massachusetts; Illinois; Minnesota; Colorado; Michigan; Indiana; Wisconsin... 123
PRACTICAL HINTS AND EXERCISES:
How to Teach German.—Dr. F. Zir Spreck... 124
What is the Predictive I.—F. G. Miller... 124
Solutions Wanted.—Racing; P. P. Larmor... 124
Metric Department: Nominal Price Distribution.—Prof. Milvey Dewey... 123
MISCELLANEOUS:
Another Protest.—S. E. W.188
Notes... 130
American Awards at Paris... 125
Publishers' Department... 125
Pamphlets Received... 126

CHICAGO, THURSDAY, SEPTEMBER 26, 1878.

Editorial.

TO OUR FRIENDS AND SUBSCRIBERS.

The new management of the Weekly has now issued fourteen numbers. We feel the rock beneath us growing firmer and firmer every week. Every day brings us hearty words of commendation and encouragement. They come from the east and the south, as well as from the north and the west. The universal language is, "The West must have a live educational journal. Go ahead! The Weekly is a good paper. We hope you are prospering."

Dear friends, that is very consoling, and we return our most grateful acknowledgments. But there is one thing that would give us a great deal more consolation,—and that is the assurance that every reader and subscriber is actively at work in the interests of the Weekly. It is subscribers that we want. Now is the time when they should come. Now is the time when every superintendent, and principal, and subordinate teacher who appreciates the value of an educational paper to his calling, should feel it a part of his official and professional duty to advise and urge his fellow teachers to subscribe for that journal which his own judgment says is best for them. We shall ever remember with gratitude that early friendship which combated our own skepticism upon the utility of subscribing for a teacher's journal; and since our conversion we have never lost an opportunity to attempt the same service for others.

Every teacher of influence—and it is significant that such are always readers of educational journals—is in duty bound to do all he can to lift his indifferent fellows out of that unfortunate limbo of which the main sentiment is,—"Pooh! What good can a school journal do me!" This indifference or contempt is as sure an indication of unhealthfulness in a teacher as dry-rot in an apple. The best schools are invariably found where the largest percentage of teachers are regular readers of the best educational literature.

Upon this principle we do not hesitate to ask our friends and subscribers, superintendents, principals, and all, to exert themselves for the Weekly, actively and personally. They know what the Weekly is. They give it strong assurance of their approval and confidence. They desire for the sake of the cause to see it prosper. The good of their indifferent or over-economical fellow-teachers demands that they should put forth much of the missionary spirit. What cause is there then to hinder them from giving us the help of a strong shoulder? Some are already doing it with an amount of zeal and success which are far beyond our expectation. We want others to take hold with the same zeal,—to get up clubs, to talk for the Weekly at teachers' gatherings, and to do everything that is proper to give us subscribers. Let no one think for a moment that, in thus calling upon our friends for their earnest cooperation, we ask anybody to work for the Weekly, or to subscribe for it, from a sense of duty to it or to us. It is true we are working hard, and we believe the paper is worthy of a strong support. But the same thing can be justly said of others. We ask for nothing on the score of duty toward us. But we do believe the West owes it to itself to give a handsome support to a weekly educational journal of its own. The interests of the great cause of education cannot afford to allow it to live on half-rations or breathe a chilling atmosphere.

From the peculiar character and individual position of the Weekly in this part of the country, we feel that every teacher and school district and educational interest is a joint stock-holder with us in the paper. The prosperity of the Weekly will be their prosperity; and any misfortune that may fall upon it will also affect them.

Hitherto our editorial columns have contained no word of appeal to our friends. We have felt that it was incumbent upon us to show by our deeds why confidence and support in good measure should be given to the Weekly. This we feel that we have done, and we now confidently call upon those who are our friends and who realize what important interests are involved with the prosperity of the Weekly to give us their earnest cooperation in swelling our subscription list.

THE METRIC SYSTEM.

The active friends of the metric system will find in the Metric Department an important announcement in regard to a new plan of work adopted by the Bureau at Boston. The work of the society has so greatly increased, and its funds are so limited, that it seems absolutely necessary to find some way of stretching its means. The plan hit upon seems a wise one. It is only a question as to the height to which the thermometer of dollars and cents will rise as indicating the amount of individual liberality and enthusiasm felt for the cause. Within the last year a large work was done toward making children familiar with the use and merits of the metric system. But a heavy work yet remains.

As our contribution to the work we are prompted to submit a
suggestion upon a method of teaching the metric system to our school children. It is the practice of many to attempt to impress upon their pupils a working conception of the meter, decimeter, and centimeter, by connection with and reference to the yard, foot, and inch. They do the same for the table of weights and measures, making the old established system the introduction, the stepping stone, to the new. This practice is often endorsed by institute instructors. Many text-books on arithmetic do the same by presenting the new tables with their equivalents in the old; and by even a far worse feature, viz., requiring the pupil by these problems to convert quantities expressed by our system to equivalents in the other. Now as a means of divorcing the people from an old system, or rather no system, and of wedding them to the new for practical every day purposes, no more unphilosophical and inefficient course could be followed than this. A slight shade of metric reform may be secured by this means. But the reform will never come by such efforts. The thing to do is to put into the hands of the children the actual metric units and to set them to actual measuring with these units. If you can, banish from their minds, for the time, all recollection and knowledge of the yard and inch. Give them meter and centimeter measures and let them tell you the dimensions of the door, pane of glass, table, desk, room, etc. Keep them at this work until the meter and centimeter in their minds are as perfect as the inch and yard which they carry there. Do the same thing with the liter and the gram. Put the real measures and weights into the hands of your pupils, and let them actually measure and weigh in the metric system. Do not let the two systems come into relationship at all, until after the new units have become a part of the naturalized furniture, so to speak, of the child’s mind. The process of translation, so often a first step, should be the very last step, in imparting familiarity with the new system.

Of course this method involves expense. Who is to pay for the metric outfit? The board of education ought to do it. But if the board will not, and if the teacher feels bound to teach the system, he must furnish his own tools. And it is the opinion of the Weekly, if he cannot afford to make this investment, he and his school had better leave the metric system alone. To study it as a mere matter of words, or as a port to be reached only by figuring a passage to it through the common system of weights and measures, is to them time thrown away, and to strengthen the barrier which delays the universal adoption of the system. How cheaply, and by what means, the apparatus can be obtained from the Metric Bureau can be ascertained from the announcement published elsewhere from Mr. Dewey.

PROCEEDINGS OF THE COOK COUNTY, ILL., TEACHERS’ ASSOCIATION SEPT. 14.

OVER one hundred and twenty-five were present at this first meeting of the season,—the large number in attendance seeming a surprise to all. It is seldom that a teachers’ meeting is more enjoyable or profitable. They attempt to have but one session in the day,—a sensible plan for all county teachers’ associations. There was no time wasted by the reading of useless minutes or in disposing of preliminary business. Work began at once on the call to order. The programme was brief and was carried out to the letter, without any apologies for neglect, or poor preparation on the part of anybody. However, there was one happy exception. It was published that Miss Julia Ormiston, of Austin, would read a paper, “How can the Kindergarten Sys-
of any journey. It is the dark continent, the unexplored region; and one must enter with something of the spirit of a Livingstone or a Stanley if he would let light shine where darkness has hitherto reigned supreme.

Nobody can make a way through it for your feet. Every man must be his own pioneer into the wilderness that lies right in his way. In one sense you travel alone; the help that you get must always come from within, not from without. To be benefited you must take your own steps. Feet were made to walk and hands were made to toil. You cannot be carried into strength either of body or of mind.

People do not grow because other people have dined sumptuously. In order to grow in your school life you must learn to eat your own dinners. Action, ceaseless action, is the key that unlocks great Nature's storehouse and gives to man his strength of body and mind.

It is sometimes said that there is no royal road to excellence; but it has occurred to me that the only way there is a royal one, and that none but kings and queens ever walk therein.

Continuing is the test of true nobility. The difference between failure and success is the difference between quitting and continuing. Newton says, "I keep the subject continually before me until the first faint dawning opens little by little into a full clear light."

In the library across the way are works in volumes, the first of which are well thumbed, showing the marks of earnest labor, while the rest remain unstained in calm repose. What you need to do is to get over into the second volume of things, and to study there with the same eagerness and enthusiasm with which you begin.

You may compare this year's work to a history, and it will be a history—in forty volumes, if you please.

My exhortation to you is to let the coming weeks show marks of study in every leaf. Thumb the pages well, and when the year is closed you can with a sense of satisfaction pass the well worn volumes to a place of honor in your real library—a library not covered with dust in the neglected corner, but one from which you must read things "both new and old" as the years pass by.

J. W. D.

SOME POINTS OF THE NORMAL QUESTION.—NO. III.

ROBT. ALLYN, Prin. So. Ill. Nor. Univ.

"But, my dear friend, do you not remember that in order to study Methods, one must know a large range of facts and be familiar with systems in a very broad way? One who has only learned to read and spell and write and calculate, even if he can do all these like the book itself, and emulate the "lightning calculator" at his best, is not thereby fitted to study Methods unless he has mastered almost a universe of facts in their relations; and this is science. A boy or a girl with an immature mind is not prepared to go into training as a normal student proper. Is he?"

"Now you are hinting at a difficulty which normal schools have in all their history encountered. Their pupils are young and have not enough knowledge, and they must chiefly study branches. It would of course be a most excellent thing for such a school to have a review course, which shall go over these studies and even go much higher and impart knowledge belonging to the departments of science. Here is one problem, to get students who are fitted to enter on the study of Methods. It is with us, when we come to our practical work, as if a law-school or a medical college were obliged to teach its students all the details of writing, reading, and general science and literature, and the practice of law, or how to bring cases into court besides."

"And so you are compelled to teach everything. Does not this attempt to supply every student's deficiency of early training seriously embarrass you in your legitimate purpose, which is, as I make it, to give instruction and practice in Methods of learning and of teaching?"

"No doubt it does."

"Then why not fall back on the real purpose of your school and adhere to it resolutely and persistently? If a scholar comes to you who cannot read, or write a fair hand, or make calculations, or does not know a plant or an animal, or cannot speak grammatically, why not let him go to a school for that purpose and learn, and then return to you and study for his profession?"

"We do attempt this and remand many down to the preparatory department, which is connected with our institution, and which, to our sorrow, may be the largest part of our school. But in coming to this conclusion have we not reached our sixth point, which is really the most important of all, as it demands strictly professional training like the law schools already named, and the training of profitableness, of profitable doing, of bringing together teachers and filling them with the spirit of the calling, and impressing on them the high dignities and duties of the noble work they are undertaking. By this schooling in company, they learn to know one another and adopt the same methods and to act in concert, with foresight for the interests of all the people."

"Well, what can be said on that head? I can see how students living together and following common lines of thought, preparing for a common life-work, noble in itself and useful, even necessary to the state, should be kindled into a divine enthusiasm and burn with better desires and more earnest purposes. And when they go forth they will be each a burning and shining light to illuminate all around him—a torch which may kindle a hundred others and still itself burn the brighter for being waved in the air and fanned by the winds of the world."

"This is our purpose in normal schools, and if we only gather pupils to study the common geography and arithmetical, or spelling and reading, with the design to teach them to others, and to exalt it into a life business, we begin this stimulus of enthusiasm, and provide a basis of character on which to plant a professional spirit of earnestness, which shall raise teaching to be one of the highest of all employments in the commonwealth, and make preparation to it of duties and the highest of ambitions. But we desire more than this. We mean to instruct our pupils to know what perfection is, or to show what a good lesson properly recited is; and to set up a standard of perfection. I will quote Roger, the schoolmaster, once more: 'A true man had rather be perfect than mean, (mediocre) sure than doubtful, to be what he should be, and remember his mark must come to it by choice and certain knowledge, not stumble on it by chance. And the right steps to reach unto it are these, linked thus orderly together, aptness of nature love of learning, diligence in right order, constancy with perseverance, and always to learn of them that be best; and so shall you judge as they that be wisest. And these be the rules which why Master Chichester did impart to me.'"

"You mean then that a normal school should be presided over by the best of the most experienced teachers in the land, that it should review the elementary studies in the most thorough, philosophical manner, and teach the higher sciences as well as a university; and in addition to all this, give particular attention to the fact that the pupil is himself to be hereafter a teacher, and is therefore not to fashion his soul to the highest model of personal perfections, and be drilled and disciplined in the art and methods of teaching all science and governing all tempers and dispositions?"

"That I do."

"Well then you exalt your normal school to a very lofty place in the system of public education. If you can reach this level and find support from the people, I am sure you will do much to improve the standard of education and to make it profitable to invest money in the public schools. But I must confess to you
even adding them in normals will prevent a tithe of the waste of taxes to doubt the certainty that some of the best men and women, young for normal schools can improve and strengthen what remains of good
sorely dissatisfied with so much, I am pleased with more.
while I am aware of the difficulties of their work and of the annoyances of illiterate and self-consequential directors, of
fond others. We parted; he east, I marvel in operations on the eye, and replied: ‘By spoiling
You experience, I take it, answers to your experiment very nearly.’
again: ‘Exactly. And here I beg pardon for quoting old Roger
and I have written for the pleasures of our time,
would to the the, and the, and easily and early reach the best, and having been first prepared for their duty they shall find it so pleasant, so profitable, and so soul inspiring, that they and the whole community shall see how blessed it is to teach the young, and how it saves from a thousand losses to be taught where to begin and how to proceed with a child in education.’
“Well, well,” said he. “You have been helped to say many good things in defense of normal training. I cannot gainsay them. God grant not only that you be right, but that others may believe you.”
We parted; he east, I west, and I have written for the pleasure of remembering and with the hope of pleasing others.

ANOTHER PROTEST.

To the Editors of the Weekly:

In behalf of myself and at least three of my fellow students, I must utter an ignominious protest concerning ladies who cannot bear to be alone. I lived a year under the same roof with an accomplished southern lady who had her study hours, and we had our study hours for solitary study correspond; and read together such books as we thought would be most profitable if and there is no such “constitutional peculiarty” as that you talk about, and I’m afraid your “whole experience” is somewhat limited.

S. E. W.

A HYMN.


By Mrs. REBECCA D. RICKOFF.

WHO reared, so firm and true, these stately
Walls uplifting to the sky? Who sunk so deep,
The broad foundation-stones on which they stand?
Twas Labor—he, of strong and helpful hands
And slow and steady might. He piled the stones,
He set the beams, and placed the architrave,
And wide he spread the roof above them. Art
With Labor wrought and with her skill touched, here
And there, the task on which he toiled, and made
The useful beautiful. And Science, calm
And clear-eyed, stood as most auspicious guide
That fair proportions in all parts should give
Endurance to each pillar, arch, and beam,
And added strength and grandeur to the whole;
That every wise contrivance known to Health
Should enter into all the generous plan;
That noble windows high and wide be framed
To let the golden glory of the heavens
Flood all the ample rooms. And mightier still,
The powers of water, air, and fire she bound
To do her will—the wild and roaring winds
From Erie’s chilly waste of waters blown
To temper with a kind and genial heat,
And send them, balmy as the breath of June,
And rich with health-sustaining power, to fans
The student’s cheek and feed his busy brain;
And Liberty, the while, kept vigilant guard
That every door should open free and wide
To let her grateful children all come in.
They come, the earnest-hearted and the strong;
Education, on the threshold, waiting stand;
Education, mightiest among the vast unknown,
An immortal Hercules whose power is gained
In victories over ignorance and wrong;
Kingliest of kings, high bearing in his hand
The bless’ning metre given him by Truth,
And wearing on his brow the laurel crown
That grave Experience has bound for him.
The light of love is in his gentle eye,
Sweet words of help and cheer are on his lips,
While from his tongue the precepts of the wise,
And mandates kind, in varied accents fall.
He takes the children to his loving heart,
And gently leads them upward to the hills
Where Wisdom dwells—Wisdom whose ways are ways
Of sweetness and all with paths of peace.
They come, the earnest young, with warm, glad hearts,
High hopes, and brave resolves; with motives pure,
With young ambition’s pride and faith of youth.
They come, and on for years they still come;
The hope and promise of our land, the pride
Of every heart—here shall they congregate
When we are mold’ring in our graves. These walls,
Grown dim with dust of years, mysterious
With stains of time, shall still reverberate
The students’ busy hum and joyous strains.
Of songs we ne’er shall hear—Here shall they learn
The things we long to know; here study History
Yet unwritten, and read poets yet unborn;
Here, strange new wonders of philosophy
Shall see, of which we cannot even dream.
The young, the earnest-hearted and the true,
God’s blessings on them now and through the years
To come.
Be dedicated, O ye walls!
And ye, O ample rooms and gracious halls,
Ye welcoming doors and lofty windows kind,
Ye sheltering roof and heavenward pointing tower,
Be dedicated, even to the end,
Unto the noblest service of the young.

—We congratulate Prof. W. F. Phelps upon the honor accorded to his Teacher’s Hand-Book at the Paris Exposition. It was sent as a part of the Wisconsin exhibit; but seems to have been thought worthy of a silver medal in its own right—a distinction it certainly merits. We take occasion to commend the book to the attention of teachers, and shall soon publish a review of it.
REVIEWS.

The Practical Arithmetic, on the inductive plan, including oral and written exercises, by William J. Milne, A. M., Principal of the State Normal School, Geneseo, N. Y. (Jones Brothers & Company. Cincinnati, Philadelphia, Chicago, and Memphis.) This is a solid and compact book, and seems to include all that properly belongs to the common school arithmetic. It is well printed, and the subjects, especially the commercial applications, seem to be handled in a very business-like way. The answers to problems are all given in the last twenty pages and nowhere else. The subjects of square and cube root are treated in a very clear geometrical method, the cuts being fair substitutes for blocks. With this book upon his study table, no teacher ought to experience trouble in explaining the rule for cube root. The metric tables are all given. We are sorry to notice that a few of the exercises pertaining to them are of the kind we have elsewhere condemned. Where an arithmetic complete in one volume is wanted, it would be well to examine this book.

The First Lessons in Arithmetic, by the same author and publishers, is a very pleasant primary arithmetic, constructed upon the inductive and objective methods, but without any specially noticeable features.

Elements of Book-keeping, Embracing single and double entry, with a great variety of examples for practice. By Joseph H. Palmer, A. M., for twenty years first tutor of Mathematics in the College of the City of New York. (New York: Sheldon & Co. Introductory price, 67 cents; for examination, 56 cents.)—We know of no book that attempts to satisfy the want to which this book ministers. It is a book-keeping primer, not only giving to every boy and girl who studies it a clear and valuable insight into all business forms and processes, but inculcating correct business habits. The ordinary professional standpoint of such works is brought down to the cash accounts of children, clerks, families, and to the transactions of farmers and mechanics. From an examination, although use in the school-room is the only valid test of such books, we are very ready to grant the publishers’ claim,—that it is a good elementary work on Book-keeping,—beginning with the most simple everyday transactions of life, easy of comprehension, and thorough in treatment.

How to Parse. An attempt to apply the Principles of Scholarship to English Grammar. With appendices on Analysis, Spelling, and Punctuation. By the Rev. Edwin A. Abbott, D. D., Head Master of the City of London School. (pp. 343. Price, $1. Boston: Roberts Brothers. Chicago: Jansen, McClurg & Co.) These English teachers have a way of their own of getting up school-books which is quite in contrast with our ordinary American style. There scholars seem to find time to write text-books. Here we generally have to accept the work of compilers. And yet it seems agreed that in school-houses and text-books, America leads the world. We have always felt it a duty—and usually a pleasure as well—to give a careful examination to every English text-book that comes in our way. There is nothing so beneficial as to look at a familiar subject from a new standpoint. This we almost always find in these British books. This is noticeably true of all the books in which the Rev. Edwin Abbott has a hand. His How to Write Clearly was one of the most suggestive helps in teaching composition and rhetoric that we ever had a chance to use in the school-room. English Lessons for English People proved hardly less valuable in a private way. From our experience with these two books we are prepared to say that a teacher who has anything to do in the way of teaching the English language will find How to Parse a very useful help, although we must confess that we are not as favorably impressed with this book as we were with the other two. We have come to look upon “parsing” in our lower grade schools as a lamentable waste of time. “How to Write Clearly” is the thing rather than “How to Parse.”

Topical Course of Study for the Common Schools of the United States. By R. C. Stone. (pp. 115. Price 50 cents. New York: A. S. Barnes & Co.)—Taking his idea from the International Sunday School Lessons, now the guide of almost every Sunday School in this country and Europe, the author of this little book conceives that it would be a possibility and an advantage to have all the 10,000,000 pupils in our common schools pursue exactly the same course of study, and to have all the pupils of any given year in school attendance study during any certain week of the year the same minute topic in a subject. For example: During the ninth week of the third quarter of the fourth year or grade, all the boys and girls between the Atlantic and Pacific, at school in that grade, are to give their attention in Arithmetic to the twentieth topic—United States Currency; in Geography, to the fourth subdivision of the sixty-fifth topic—Australia; in Reading, to the forty-third topic—Expression. We must say that we hope never to see such a plan as this come into operation. It is hard to tolerate the pernicious amount of mechanism which now exists in our public schools. There begin to appear signs of a healthy and reasonable reaction. It would be, in our opinion, most disastrous to attempt to introduce such a scheme as this. There seems to be no real cause of fear yet. No superintendent or school authority is quoted as endorsing Mr. Stone’s Topical Course for the United States. Accepting his idea as a wise one, we could heartily congratulate the author upon the completeness of his work. His book contains many most valuable suggestions to the teachers and will be found of great service to any superintendent who is engaged in preparing a course of study.

The Works of William Shakespeare. From the text of Clark & Wright. With a copious glossary. To which is added an index to familiar passages, and an index to the characters of each play. (New York: T. Y. Crowell. Price $1.25.)—To the question: What cheap copy of Shakespeare would you advise me to buy? it has not been possible hitherto to give a satisfactory answer. There are numerous editions which are cheap enough, but they are not reliable in text, or convenient in size, or clear in type. And where the last qualities have been found, it has not been possible to buy them at any cheap rate. But here is a complete edition, comprising not only all the plays but all of Shakespeare’s other poems, including his sonnets, in size less than many hymn-books, in clear type, from the text of the noted Shakespearian scholars, Clark & Wright, which is admitted as the most reliable text yet prepared, and costing only $1.25. In addition there is a valuable glossary, of twenty-five double-column pages, and a good index to familiar passages, which every student of Shakespeare will appreciate. The index to the characters seems exhaustive. The lines are numbered in each scene, usually by tens, thus making the matter of reference quite convenient. The book is a gem, and we congratulate all the impecunious lovers of Shakespeare, including ourselves, upon the possibility of possessing the immortal bard in so admirable a dress, for almost as little money as will afford the dubious pleasure of hearing some
“Robustious periwig-pated fellow bears a passion to tatter.” However, we must warn teachers who may be looking for such an edition for school purposes that the text is not expurgated; a fact which, from the standpoint of the educator, is greatly to be regretted.

NOTES.

—It will be no greater surprise to our readers than it was to us to see that The Educational Weekly obtained an award at the Paris Exhibition. The fact will be learned from a Herald dispatch which we republish verbatim elsewhere. The Weekly has the high honor of standing at the head of the list, or rather at what would be the head if the composer had begun at the other end. But we are content with our prominent position, especially since we find ourselves in the estimation of the committee only one shade below “Our American Publication!” We shall try to wear our honors with the most approved grace. Following the example of our modest eastern brother, we should proceed forthwith to send out circulars to leading newspapers asking them to publish the fact in a complimentary formula.

Following the example of our modest eastern brother, we should proceed forthwith to send out circulars to leading newspapers asking them to publish the fact in a complimentary formula invented by ourselves as follows: “It is gratifying to note that the highest award”—do our eyes deceive us? That letter from the New England Journal of Education says: “the highest award—given to the Educational Journalism of any country comes to our American Publication.” And yet in this very list in which the name of that paper appears, there are two educational journals which get a higher award. They are, as will be seen from the list: Barnard’s American Journal of Education, a gold medal. Wickersham’s Pennsylvania School Journal, a silver medal. The more we think over this matter and understand the facts, the more we are astonished at the brass—we Were going to say “bronze”—which sent out that circular.

—If would-be correspondents will persist, in spite of our announcement, in sending us communications unaccompanied by the writer’s real name, we must not be blamed for consigning their effusions to the waste-basket. We must know for ourselves who is responsible for the letters we publish. However, we do not insist upon publishing the name.

—We desire to call attention to the fact that the price of the Weekly, by single subscription, is $2.50. We cannot fill orders for it from single individuals for $2.00. Apply to your county or city superintendent or to some active friend of the Weekly, and help him to get up a club of ten, and your $2.00 will come in all right. And so to single subscribers for six months the price is $1.50. We cannot send twenty-five numbers for less, excepting in clubs. For information consult publishers’ department. Please be kind enough not to ask us to accept anything but our advertised rates. The way to reduce the price is to get up a club; and now is the time to do it.

—The question of the Bible in the public schools of New Haven seems settled, at least for the present. Last week, by a popular vote of four to one—the majority being 2,000, and after a very bitter canvass, the three candidates who favored the Bible were elected, thus giving a majority of the Board to their party. However, this result was brought about by a queer side issue.

—There was a parochial school, connected with St. Patrick’s Church, in which about 60 children were taught by the Sisters of Mercy. The expense of this school was, some time ago, assumed by the board, the sisters being allowed to remain, subject to the control of the board. During the past year a new school building has been erected, and the board ordered the transfer to the parochial pupils. It was willing that the Sisters should continue to teach; but as the teachers would have to be under a male principal, they declined. The board would not recede. The result was, the new building stood empty, while the Catholic children continued to attend the parochial school, all the expense of which was saddled upon St. Patrick’s Church. The Catholics wanted a board that would assume the expense of this school, and joined hands with the Bible party to elect their men. It was this combination that carried the day.”

On the other hand, Father Sharkey, of the Church of Our Mother of Sorrows, at Philadelphia, built some time ago a parochial school building; but it had not been put into use when the public schools opened Sept. 2. On the preceding Sunday the reverend teacher reminded his congregation of their duty to the new school he had established. The following morning quite a number of Catholic children were not sent to the public schools, and during the week so many others were withdrawn that it was proposed to dispense with one or more of the regular teachers.

—We are in receipt of the following new music just issued by Geo. D. Newhall & Co., Cincinnati, O. “Mountain Peak” Mazurka, Caprice by Kaubach. “Ariel” marche grotesque by L’Estrange, “Whispering Pines” by H. Lessing, and “Anabel Polka,” by H. J. Schonrcher. We can recommend them to teachers as being unusually attractive.

—The first annual meeting of the Illinois Social Science Association will be held in Chicago, Oct. 3 and 4. All persons interested in the various social questions of the day are cordially invited to attend. It is hoped to obtain concessions from the hotels, and those ladies and members who desire the benefit of such arrangement are requested to send in their names promptly to Mrs. W. O. Carpenter, 120 Park avenue, Chicago.

—There is an article in the Atlantic Monthly on “Certain Dangerous Tendencies in American Life,” which ought to be read by every thoughtful and conscientious man and woman in our country. We had marked numerous extracts, but have room for only one or two sentences, of interest to teachers in particular.

“The people (those of whom Ben Butler and Kearney are at present the most conspicuous representatives) from whom these dangers arise are not stupid or ignorant, nor are their minds inactive. They have been through our schools; they edit newspapers, make our ‘political speeches in all the country places, and represent us in Congress. They are not so much uneducated as erroneous. For these difficulties our public-school system furnishes no adequate remedy. Two things are especially to be noted in our public school education: it usually leads to no interest in literature or acquaintance with it, nor to any sense of the value of history for modern men—a very serious defect; and its most characteristic and general result is a distaste for manual labor. We have some good schools, of course; but great numbers of teachers and principals of our high schools in country places have for several years explicitly taught their pupils, and urged upon parents, the sentiment that in this country education should raise all who obtain it above the necessity of drudgery; that there are better ways of making a living than manual labor at so much for a day’s work; and that these higher ways will be open to those who ‘get an education.’ All this has resulted in a dainty, effeminate, and false view of the world as a place where only uneducated and inferior people need work hard, or engage in t()ilsome or unattractive employments.”

—The Atlantic Monthly for October says: “During the last summer the spelling reform has made evident progress, and it has now reached a stage where the public can cooperate with more definiteness than has heretofore been possible. These simple suggestions (of the American Philological Association and of the Spelling Reform Association) are not difficult of adoption, and there is reason to believe that they will come into immediate use in the public journals.” So note it be!
We owe it to several friends who have inquired as to that word "bronz," to say that it is no joke of our perpetrating. The author of that letter is entirely responsible for it. But it is a trifling matter. It must be remembered that the distinguished speller lives near to the head-quarters of the Spelling Reform Association. He has but recently been inoculated, and being rather a skeptical subject, the virus has not yet taken full effect. It is to be hoped that he will give in the future more decided evidence that the reform is working in him.

In the dictionaries—especially in Webster's—two modes of pronouncing the same word are frequently given. It is a common opinion that the mode given first is so placed for the purpose of indicating the preference of the authors of the dictionary. We believe we have good authority for saying that this is an unwarranted interpretation of the matter of mere position. One form must, of course, be printed in a place preceding the other. But it is not to be inferred necessarily that the author thus expresses any preference.


AMERICAN AWARDS AT PARIS.

We give space to a long Paris dispatch to the New York Herald of Sept. 15. It contains items of interest to a large circle of teachers and publishers.

A supplementary jury has been appointed to examine articles overlooked by the class juries, of which there are from fifteen to twenty in the American section; but the jury is forbidden to consider anything the class juries examined, whether it received an award or not. There is much grubbling, and several American owners of exhibits have telegraphed their agents here that their awards are unsatisfactory, and asking an appeal, but no appeal will be heard.

The following are additional awards to American exhibitors at the Paris Exhibition:

**CLASS 6.**

- **Diploma.**—To Boston public schools, Boston, Mass.—City School Reports, 22 vols.; scholars' work, 34 vols., and 15 portfolios; complete set of textbooks used in elementary and high schools; Barnard's Journal of Education, 24 vols.; blanks, 7 vols.; plans of High School Building; charts of school statistics; photographs of school regiment. Illinois State Department of Public Instruction, Springfield, Ill.—Reports of the Superintendent. Indiana State Department of Public Instruction, Indianapolis, Ind.—Set of State Reports; model of a school-house; reports of the Superintendent of Crawford county; Minutes of the public schools, from Hendricks and Montgomery counties. Kansas State Department of Public Instruction, Topeka, Kan.—Set of State Reports, sets of city reports, catalogues and courses of study of colleges, high and graded schools; album of photographs of school houses and volumes of school reports. Massachusetts State Department of Public Instruction, Boston, Mass.—Complete set of reports of the Board of Education, 34 vols.; complete set of the annual reports of the school committees of the 344 municipalities of the State for 1875, 12 vols., and educational map of the State.

- **Milwaukee public schools, Milwaukee, Wis.—City school reports, scholars' work in district, high, and normal schools, 120 vols.; six school plans, photographs of school buildings, statistical statement, in frame; blanks and forms, 1 vol.**

- **New Jersey State Department of Public Instruction, Trenton, N. J.—Superintendent's reports, scholars' work, views of interior schools.**

- **Ohio State Department of Public Instruction, Columbus, Ohio—Reports of the Commissioner, History of Education in Ohio, higher education, History of Public Schools of Pennsylvania State Department of Education, Harrisburg, Pa.—State reports, School Laws, official blanks and forms.**

- **Rhode Island State Department of Public Instruction, Providence, R. I.—History of education in Rhode Island, 1836-1876; Report of the Commission, 1877; Compendium of Industrial Education, 1873; chart of study, picture of Providence High School, scholars' work.**

- **St. Louis Public Schools, St. Louis, Mo.—Set of city school reports, kindergarten material, set of blanks and forms.**

- **Washington (D. C.)—Office of the Superintendent, 1870-1878; text and reference books, scholars' work, 1878; school map of the city, plans and views of school buildings in a portfolio, blanks for school use, model of the Henry school house.**

- **Wisconsin State Department of Public Instruction, Madison, Wis.—Examinations and Legislative documents.**

- **Set of State reports, reports of public schools and State University, scholars' work, examination papers and drawings, catalogues of normal schools and State University.**

- **Wisconsin Journal of Education, Series of History of Colleges and Education in Wisconsin, statistics, etc.; plans, photographs and maps; registers, forms, and blanks, miscellaneous, 17 vols.**


Educational Intelligence.

Editors.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portland, N. H.

New York—Prof. J. C. Shattuck, State Sup't Public Instruction, Denver.

New York—J. N. DeArmond, Principal Grammar School No. 2, Davenport.

Indiana—Prof. John W. Cook, Indiana Normal University, Bloomington.

Ohio—J. B. Roberts, Principal High School, Indianapolis.


Minnesota—O. V. Tousely, Sup't. Public Schools, Minneapolis.

Colorado—W. M. Britsell, Sup't. Public Schools, Yankton.

Missouri—W. C. Stearns, Sup't. Public Schools, Columbus.

Nebraska—Prof. C. B. Palmer, State University, Lincoln, Nebraska—Henry A. Ford, Kalamaoo.

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

CHICAGO, SEPTEMBER 26, 1878.

The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

THE STATES.

IOWA—The attempt at kindergartening in Marshalltown has been abandoned on account of its unpopularity among the citizens—not the kindergartening, but the attempt.

Supt. W. T. Harris, of St. Louis, is expected to address the State Teachers' Association that will be held on account of its unpopularity among the citizens—not the kindergartening, but the attempt.

Supt. Wedgwood has found, in taking the school census of Atlantic, that the harmonious manner of their accomplishment, which speaks well for the interests of industrial progress.

The following concise list in regard to our public lands was prepared by Pres. Pickard and given by him in his valuable address before the Scott county institute:

Date. Acres. Description. 1863 1,500,000 . By State cessions. 1863 750,000 . By Louisiana purchase. 1863 37,000 . By Florida purchase and treaty. 1866. 1,500,000 . By Oregon treaty. 1867 25,500,000 . By Mexican war and treaty. 1854 20,000 . By Gadsden treaty. 1867 50,000 . By Alaska purchase.

Total, 1,820,000,000. LANDS APPROPRIATED.

MASON. —Milford, Mass., is a busy, manufacturing place of 10,000 inhabitants. It has an attendance of 2,200 scholars in forty different schools. The school board consists of six persons, who, previous to September, 1877, managed the schools without the aid of a superintendent. The annual report for that year, the committee recommended the appointment of a supervising officer, and the town ratified the same. The present report, the committee had just completed his second term of office as state superintendent. His work for the first year was mainly devoted to an investigation of the condition and wants of the school system, which he accomplished in his first annual report. The present results of his recommendations were briefly set forth in the last WEEKLY. A favorable feature in the changes of text-books and courses of study appears in the harmonious manner of their accomplishment, which speaks well for the character of the management. About one-third of the teachers are Catholics, several of whom, according to local reports, are young ladies of marked ability. We notice that Superintendent Simonds is publishing circulars for the instruction of teachers. Circular No. 3 contains many sensible suggestions. We congratulate the citizens of Milford upon the enlightened and progressive action taken by their school board. The recent changes and improvements are as noted by the local papers will form a marked epoch in the history of its education.
MINNESOTA.—Seventy-four students have entered the Minnesota Academy, at Owatonna, and it is expected that the number will soon exceed one hundred.

The apportionment of the current school fund to be made by the State Superintendence of Public Instruction next month will amount to not less than one dollar a scholar.

The following are the officers of the Rice County Teachers' Association for the ensuing year: President, B. M. Reynolds, of Northfield; Vice-President, Prof. P. A. Williams, of Faribault; Secretary, E. S. Bassett, of Faribault; Executive Committee, R. A. Mott, Prof. Pratt, and Prof. Pattee.

The Historic Hall at St. Mary is very fall. Shattuck, especially, some half dozen applications having been made which had to be refused for want of room. St. Mary's could accommodate a few more pupils. Diphtheria is prevalent in the local schools having closed in consequence. A school district in Waseca county voted to have more dealings with "traveling tinkerers or agents who sell lightning rods, desks, seats, bells, or anything else."

The Republican says that at the Normal School in that city the course of studies has been thoroughly and carefully revised, and an advanced course, which takes two years to complete, has been added.

A new school-house is to be built at St. Charles to cost $10,000.

A fine set of philosophical apparatus, models, preparations, etc., etc., for the illustration of physics, botany, physiology, and zoology, has been procured for the Winona State Normal School. By these additions the above studies are explained by thorough cleanness and the students derive much greater value than could be obtained from books alone.

COLOMBIA.—The faculty at the State University remains the same as last year, except that Frank W. Gove, a brother of Supt. Aaron Gove, of Denver, has been added to the number. The first class in the collegiate course was formed this fall. Prof. Gove becomes Instructor in Mathematics; he is a graduate of Bowdoin College, and has been in attendance twenty-two months of whom are new ones. Last year there were only forty-eight in attendance at the opening.

MICHIGAN.—The following interesting items are gathered from City Supt. Perry's last annual report:

- Equalized valuation of district property, $1,470,600.
- Cash valuation of school property, $130,000.
- Cost of superintendence and instruction, $7,299.12.
- Enrollment of pupils not including transfers—High School, 749; Grammar, 513; Primary, 919.
- Total enrollment, 1,641.
- Average daily attendance, 1,069.
- No. of pupils under 6 years of age, 100.
- No. of pupils between 6 and 16 years of age, 1,443.
- No. of pupils over 16 years of age, 369.
- No. of pupils over 20 years of age, 100.

The increase in the enrollment over last year was 77, of which number all but five were non-residents.

The cost of instruction in the schools is $12.02 per capita, calculated on the number receiving instruction, but if we subtract the tuition receipts from the aggregate cost, it reduces the cost per capita to $8.48.

There were only 17 cases of tardiness of teachers during the year. In this connection the Board has to make an item on the punctuality of teachers. There have been 17 cases of tardiness of teachers during the year, in the several schools, as follows: First ward, 5; Third ward, 2; Fourth ward, 10. Some of these I am sure were inexcusable.

In the lower grades we have felt an increasing need of more reading matter than the course of study furnishes. To supply this want we have used the exercise of various periodicals. Of the Nursery, Monthly Reader, Wide Awake, and Youth's Companion, the various schools have used about 1,200 copies. The experiment has been exceedingly gratifying, awakening a fresh interest in the reading exercise at a time when it is most likely to become insipid.

The enrollment for high school was an excess of 62 over the previous year. The whole amount of tuition received in all the schools—but mainly in the High School—was $5,290, an excess of $593 over receipts of the previous year. The gain in two years has been $1,193.

The Diamond school authority has the largest investigations and comparative estimates of the cost of high schools which are especially interesting to us. From sufficient data, the cost of tuition for a single month (February) in most of the high schools in the state was found to be $2.02;essaging, $2.44, Battle Creek, $2.23; East Saginaw, $2.16; Grand Rapids, $2.16; Pontiac, $2.07; Coldwater, $2.41; Niles, $1.88; Jackson, $2.65; Corunna, $2.61; Kalamazoo, $2.01; Lansing, $2.24; Detroit, $2.05; Ann Arbor, $1.80. In 20 other high schools determined in different parts of the country, the cost ranged from $2.05 to $3.04. If now we subtract the tuition receipts paid in the high school from the aggregate cost of instruction, we may calculate the cost to residents; pupils, we find it $1.35 per month.

If the value of non-resident population to the city were admitted into the account it would be easy to show that the high school is at least self-supporting.


INDIANA.—Mr. J. C. Constock, after teaching at Martinsville, Ill., five years, takes charge of the graded schools at Clinton.

The Northern Indiana Normal School opened with a much larger attendance than last year. Everything appears in a very satisfactory condition.

The classic class numbers 15. This is the first attempt. The scientific class numbers 63, and the teachers' class 37.

The GreensbUle Banner has not been regarded as a particularly strong advocate of the high school department of the public school system. On the contrary its influence has been rather inimical. In a recent issue, however, it comes out with a cordial and earnest word of advice to the citizens to patronize the high school. It says: "The school authorities having determined to continue the high school as a part of the city school system, it now devolves on our citizens to give it the patronage necessary to secure success. Each of the several branches of the school system from the lowest to the highest, from the common schools to the high school, will have its characteristic opportunities for securing an education, prepared for the course before them, and in the high school their English education, in all the common branches, can be completed. It is here that the great mass of our school children can be trained to the habits of intellectual life for which they will have an inclination, time, or means to go higher. We urge our citizens, then, to send their children to the grammar schools and the high school instead of inciting them to seek their education elsewhere. Here the classes are not overcrowded, and the teachers are sufficiently numerous to give close supervision of the studies of each pupil. There is no question but that our city schools are growing better each year, and their improvement would be still more marked if so many of the more advanced pupils were not annually taken from them and sent elsewhere, under the mistaken notion that their opportunities for securing an education were being improved."

WISCONSIN.—A Popular Science Society has recently been organized by the scientifically inclined citizens of Milwaukee. Mr. ex-Supt. MacAllister was invited to lecture before the Society, as the Sentinel says, "the gentleman had either convinced himself that the meeting would fall on account of the inauspicious weather, or he had been delayed by collision with an unfortunate train of circumstances." The assembly dismissed, it was announced that Dr. James Johnson would lecture next Thursday evening on "The beneficial influence of the altitude, sunshine, and dry atmosphere of Colorado in the arrest and cure of chest diseases."

A correspondent from Oshkosh writes for the Sentinel that from Supt. Read's annual report it is learned that the cash value of all school houses in the city is $15,000, and of school sites, $75,000. In the high school there were 321 pupils, or an average of 26.7 per class, 313 of whom were first years, and the remaining 88 were second years. The teachers' salaries amounted to $6,140. The number of teachers employed in the various schools was 49. The highest salary paid to a male teacher was $2,500. The average salaries paid male teachers amounted to $983.13. The highest salary paid to any female teacher was $550. The whole number of scholars taught in the schools was 4,495.

The University Assembly Hall will be built by J. Bentley & Son, Milwaukee, for $29,300. It will be built of the fine yellow sand-stone found in the quarries of Madison, and will be trimmed with Lake Superior brown stone. The building will be 100 feet long, 50 feet wide, and 73 feet 10 inches in width. It will comprise an Assembly Hall, 50 feet 2 inches by 71 feet, and a Library 46 feet 8 inches by 70 feet. The location will be on Park street, between Ladies' and Science Halls, and will be, when finished, one of the most elaborately built structures of the style is half Gothic, with a clock tower 100 feet high, on the northeast corner, in which will be placed a four-faced clock and the college bell; the building will be one tall story, white in color and of fine architectural features, and will be four entrances and vestibules at the four corners of the Assembly Hall, opening from the street and the grounds, while to the rear will stretch the Library. Galleries will extend completely around both halls, and all the interior work will be finished in natural wood—maple, black-walnut, and white pine. The Assembly Hall will be made capable of seating 600 people, and will be used for public lectures, morning meetings, etc.; the Library will be fitted for the reception of 50,000 volumes. The work will be commenced immediately, the contract providing for completion on the first of October, 1879. D. R. Jones is the architect in charge.—State Journal.

Prof. A. Earlham, formerly of River Falls Normal School, has accepted the position of principal of a college at South Bend, Ind., and has entered upon the duties of his position; his especial work will be the preparation of teachers for the public schools.

George W. Currier, formerly principal of the Stoughton schools, has been engaged as principal of the schools at Madison, Wis.

J. B. Estey, a graduate of the Peoria County (Ill.) Normal School, takes the charge of the public school at Edgerton, for the next year.

Miss Nellie Hatch, a graduate of the State University, class of '78, has been engaged as the assistant teacher in the high school at New Lisbon.

The Sauk County Teachers' Association holds its 12th semi-annual session at Baraboo, Oct. 18, and 19; an instructive programme has been prepared for the reception of 1,000 teachers.

State Supt. Whitford has appointed the following Boards of Visitors for the Normal Schools, this year: Prather—J. H. Carpenter, Esq., of Madison; Watson—J. H. Foster, of Oshkosh; Orkens—Hon. A. H. Paul, of Milwaukee; Pres. Albert Whitford, of Milten; Kennedy Scott, of Rio, Columbia county. River Falls—Hon. Rockwell J. Flint, of Menomonie; Prof. W. J. L. Nicodemus, of Madison; John Ulrich, Esq., of Wittenberg; Prof. James B. Irwin, of Watertown; Prof. James J. Misdell, D. D., of Beloit; Miss Agnes Hosford, Eau Claire.
Practical Hints and Exercises.

HOW TO TEACH GERMAN.

BY DR. ZUR BRÜCKE.

DAS HAUSS: THE HOUSE.

I. The teacher places before the children a picture of a large and pretty house; also of a smaller house for contrast. The children are to learn the names of objects in German, by having them pointed out, not by translating. So far as possible, only German is to be heard during the class exercises.

We propose first to aid the teacher a little by a special vocabulary of definitions, as follows:

II. Definitions—Das Haus, the house; gross, large; Klein, small; rund, round; vierckig, das Fenster, the window; die Thür, the door; die Ecke, the corner; der Keller, the cellar; das Dach, the roof; der Schornstein, the chimney; das Stockwerk, the story; der Zeigstock, the pointer; die Karte, the chart; die Stub, (das Zimmer), the room; schön, pretty; hat, has; wir haben, we have—ihr habent, you have; gesprochen, spoken; sieht du, do you see? ich zehe, I see; Kinder, children; hier ist ein Haus, es ist sehr gross; Kinder, hier sind zwei Thür, drei Thür, vier Thür. Again, hier ist eine Thür, zwei Fenster, drei Fenster, vier Fenster. Hat das Haus auch (also) eine Thür?

Ja, das Haus hat vier grosse Thür.

III. The teacher looks at the pointer, which she holds in her hand, saying; Ich halte einen Zeigstock in der Hand. She now points to the roof, saying: Hier ist ein Dach; and continues her pointing as follows: Hier ist eine Ecke; hier sind zwei Ecken, drei Ecken, vier Ecken; das Haus hat vier Ecken. Pointing to the window, the teacher observes, hier ist ein Fenster, hier sind zwei Fenster, drei Fenster, vier Fenster. Again, hier ist eine Thür, hier sind zwei Thür, drei Thür, viere Thür.

Hier ist ein Stockwerk, hier sind zwei Stockwerke, drei Stockwerke, vier Stockwerke. Hier, auf dem Dach, ist ein Schornstein, here on the roof is a chimney.

Karl, sieht du den Schornstein?

(Answer.) Ja, ich sehe den Schornstein. Yes, I see the chimney.

IV. As the pupils are supposed to know the names of the various objects spoken of in the lesson, the teacher may now proceed to question her pupils as follows:

Heinrich, ist dies ein Schornstein?

(Answer.) Ja, das ist ein Schornstein. Yes, this is a chimney.

Wo ist der Schornstein? Der Schornstein ist auf dem Dach. Where is the chimney? The chimney is on the roof.

Loise, ist dies ein Dach? (Antwort.) Ja, das ist ein Dach. Raimund, wo ist das Dach? (Answer.) Das Dach ist auf dem Hause.

Johann, hat das Haus eine Ecke? (Antwort.) Ja, das Haus hat zwei Ecken, drei Ecken, vier Ecken.

Emil, hat das Haus ein Stockwerk? (Antwort.) Ja, das Haus hat ein Stockwerk, zwei Stockwerke, drei Stockwerke, vier Stockwerke. Again, hat das Haus ein Fenster? (Antwort.) Ja, das Haus hat ein Fenster, zwei Fenster, drei Fenster, vier Fenster. Hat das Haus auch (also) eine Thür? (Answer.) Ja, das Haus hat vier grosse Thür;

Lena, hat das Haus auch einen Keller? Ja, das Haus hat auch einen Keller. Is the house also a cellar?

Ist der Keller unter dem Hause? Ja, der Keller ist unter dem Hause.

V. Résumé: The children now repeat what they have learned about the house as follows:

Wir sehen den Schornstein; wir sehen das Dach; wir sehen drei Stockwerke; wir sehen vier Ecken an dem Hause; wir sehen acht Fenster; wir sehen drei Thür; wir sehen ein grosses schönes Haus. Unter dem Hause ist ein Keller.

Remarks: In the next lesson we shall pursue this subject still farther, speaking of the internal structure or parts of the house.

WHAT IS THE PREDICATE?

To the Editors of the Weekly:

The various authors quoted say as follows:

"The Predicate of a proposition is that which is affirmed of the subject. Ex.—'Time is precious.' Precious is the predicate; it is that which is affirmed of the subject. REM.—The predicate is sometimes erroneously called the attribute of a proposition, and the copula and predicate, taken together, the predicate."—Harvey.

"The Predicate represents that which is said or affirmed. Ex.—The house is built; Humboldt wrote Cosmos. The predicate consists of two parts,—the verb, or copula, and that which is asserted by it, called the attribute; as, Snow is white. When the two parts of the predicate are united in one word, that word is always a verb, as, 'John writes.'"—Green.

"The Predicate is that part of the sentence that makes a statement. The Predicate may be either a complete verb, or an incomplete verb and its complement."—Swinton, who shows by a variety of examples that he does not agree with Harvey.

"The Predicate of a sentence is that which is asserted of the subject. The predicate of a sentence always contains a verb."—Boltwood.

"The Predicate is the expression which affirms action or being; as Dogs run; run is the predicate, because it affirms action of dogs. He is; it is the predicate, because it affirms being of he."—Burtt.

"The Predicate is that which is affirmed of the subject. Ex.—Vita brevis est. Here the logical predicate, and also the grammatical, is brevis est, in which brevis is the attribute, and est the copula. Verum decus est vita brevis positum est. The grammatical predicate is positum est."—Bullings and Morris's Latin Grammar.

So far as I have quoted, the weight of authority is very decidedly against Mr. Harvey. "Logical is the science which treats of the formal laws of human thought."—Schuylter. "A WORD is the sign of an idea. LANGUAGE is the expression of thought by means of words. GRAMMAR treats of the principles and usages of languages."—Harvey.

Has not Mr. Harvey confounded grammar and logic in his definition of the predicate? How is the predicate treated and defined in our colleges and city schools? I do wish for the good of our schools that authors would agree on a definition for the predicate in grammar.

F. G. MILLER.

SOLUTION WANTED.

1. In Olney's Algebraic Examples for class room drill (p. 53) occurs the following problem under the head of Application of Modes of Elimination.

"A and B engage in play; in the first game A wins as much as he had and $4 more; in the second game B wins $2 as much as he had at first and $1.00 more, when it appears that he has 3 times as much as A. What had each at first?"

Will some one favor the readers of the WEEKLY with a solution?

RACINE.

2. A and B purchase 100 acres of land, each paying $1,000. A takes his share at $3.00 more per acre than B pays. How many acres does each receive and at what price per acre? Yours Respectfully.

P. F. LORIMOR.

In Harper's Monthly for October, those persons who have not had time or opportunity to read Stanley's two-volume account of his journey through Africa will find a brief and very readable résumé of his narrative, in the article, "Through the Dark Continent." It opens:

"On the 14th of November, 1874, Henry M. Stanley started from Zanzibar, having under his command 347 Africans and Arab soldiers, women, and children, and three Englishmen. The Englishmen were named Edward Pooock, Frederick Barker, and Francis Pooock. On the 6th of August, 1877, Stanley arrived on the west coast of Africa, having traversed that vast, mysterious continent. He had with him ninety-three soldiers, and in all 175 souls, including women and children. The Englishmen were dead. The army was starving. It had fought thirty-two battles; it had overcome difficulties such as rarely fall to the lot of men. The work which Stanley set out from Zanzibar to do was perhaps the noblest and most irrepud.itable that had ever fallen to one man since Columbus with a modest fleet of unseaworthy boats sailed forth to discover a world. The manner in which Stanley did his work will live in history with the memory of the achievements of Columbus."
NOMINAL PRICE DISTRIBUTION.

The Metric Bureau proposes a new plan for scattering metric articles and information, specially desirable publications. It is the plan used so successfully by some of the English educational societies and has been tried in a small way in some of our offers. We invite any one specially interested in having any metric article distributed, whether publication, piece of apparatus, measure, or indeed anything that will directly aid our work, to pay into the treasury any sum not less than $1.00 with directions as to its use in nominal price distribution. (e.g.) You feel that nothing would do more good than to have as many people as possible have the volume of our Bulletin for 1877, bound and indexed and ready for reference. We offer it complete at half price, 50 cents. You pay $1.00 and tell us to offer 40 copies of the book at 25 cents each. These will be taken up very soon because of the cheapness, and they will do vastly more good than 20 copies given away outright. Many people will apply for entirely free matter and care almost nothing for it, but those who will give one-fourth price must have some practical interest. Or if you think the meter rule will develop more interest than anything else, you pay $3.00 and tell us to offer 100 of the class meters at 2 cents each. They used to sell for 20 cents. We offer them now for 5 cents. Your $3.00 with the 2 cents each received, makes up the necessary $5.00.

This plan promises to help very much in distributing needed publications and measures through the country. A few members to whom it has been proposed give it cordial support, but its career will be short unless others join them in depositing money to enable the offers to be made. Certain rules have been agreed on.

1. The inducement must be at least one-fifth of our special price, and it is recommended that it be still larger to insure a rapid taking up of all the articles offered. It will have an excellent effect, if only the early applicants are able to secure the advantages, for on succeeding offers it will stimulate early application.

2. The payment for the inducement offered must be arranged in advance, or if the articles or publications are not furnished by the Bureau, they must be deposited at the General Office, before the announcement is made.

3. Not one more than the number offered will be furnished at the special rate. (e.g.) If 100 rules are offered at 2 cents each, applicants after the 100 are sold, must have their money refunded, unless they wish to pay regular rates.

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APPLETONS’ SCHOOL READERS,

By WM. T. HARRIS, A. M., LL. D., Supt. of Schools, St. Louis, Mo.
ANDREW J. RICKOFF, A. M., Supt. of Instruction, Cleveland, O.
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PAPMIFRETS RECEIVED.


Boston University School of Medicine. Sixth Annual Announcement and Catalogue, June, 1878.


Public Schools of the City of Franklin, Ind. Fourth Annual Report of the Board of Trustees of the Franklin Normal School, with Course of Study and Rules and Regulations, for the school year ending June 11, 1878. Richard G. Boone, Principal.


Outline of Institute Work, for use of instructors in the Michigan Teachers' Institutes, 1878. Horace S. Tarbell, Sup't. of Public Instruction.

Elwood Public Schools. Course of Study, together with the Report of the Board of Education of Elwood Public Schools, for the school year, 1877-78. Eliza B. Fairfield, Sup't. of Schools.


Sixth Annual Report of the Board of Education of the City of St. Louis, together with the School Law; the Rules and Regulations of the Board of the, and the Public Library, 1877-78. A. J. Daniels, Superintendent.

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