The Educational Weekly.

The Educational Weekly.

THE UNION OF
Seven Leading Educational Monthlies in the Western States.

St. Ashland Block, Chicago, Ill.

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THE C. L. S. C. MEMORIAL DAYS.

For the sake of completeness we published in our last the entire circular of the Chautauqua Literary and Scientific Circle. We would rather have omitted the list of "memorial days." We honor the motive that arranged the list, and are in complete sympathy with the religious spirit which is inaugurating the plan; and yet we cannot help but feel a good deal as a correspondent does who says, "Twelve holy days in that literary year, and all such bosh! On Milton's day read Satan from Paradise Lost!" What's that?"

"Bosh" may be a rather irreverent word to use, and there is no doubt as to the usefulness of holy days and saints' days to a certain kind of religious culture and temperament. But it seems absurd to attempt to honor in such a way mortals who were of veritable flesh and blood, or to arouse our devotion by calling upon us to signalize the birth-days of men who had about them not an excess of sanctity, to say nothing of saintliness. Addition was of fair Christian character for his day, and he wrote some most admirable hymns. But if he were a member of some modern churches the elders would certainly find themselves in a "dilemma" if they accidentally learned too much about him. As to Shakespeare—well, who knows what he was? But we should be glad to see him at the head of the Calendar, although we should be the victim of a host of "historic doubts," if exhorted to spend a day of "devout prayer," or even to read Hamlet's Soliloquy on Death, in commemoration of the holy character of the great author. On Saint Milton's day let the observers of this memorial advice expect to see the Protestant ghosts of his wives, and daughters, and of the good men whom he slew with his pen. How the reading of the descriptions or speeches of Satan in Paradise Lost—and to do it would take a week instead of a day—can contribute to spirituality or devotion, some student of literature may be able to explain. But it is doubtful. We say nothing of Bryant and St. Paul. Now we are not wanting in reverence for these great men. But we can see no sort of connection between the lives they led and the emotions and sentiments to which it is designed that these memorial days shall contribute. We can bow down to their books better than we can to the men themselves. If the members of the Chautauqua Circle were advised to retire to their closets, or to get upon their knees, before beginning to read Paradise Lost or Hamlet we could appreciate the force of the advice. We find pleasure in the public celebrations of the anniversary days of these great "immortals." But it is unaccountable how any body should attempt to stimulate the spirit of prayer and devotion by converting these special days into quasi-holy days. There is not in them that which is adequate or suggestive. There is a want of harmony between the ends sought and the associations reported to.

HIGHER EDUCATION OF WOMAN.

There is one argument for the thorough education of our girls—at least an education equal or superior to that given to boys—that is absolutely unanswerable. About its is there not a particle of the poetry or sentimentality which is so often appealed to. "An educated mother is of more importance to offspring than an educated father." To her hands in a supreme degree is committed for her child the issue of life or death, phy-
sically, mentally, and morally. To her influence, conscious or unconscious, is given the weaving of the very texture of character. Hers is the insinuating, companionable, loving, in-forming spirit, with whose molding power no earthly force can be compared. There is nothing that is wholesome, and wise, and good which she ought not to know.

And yet the so-called higher education of women is a thing to be distrusted. Its common symbol is a maiden with hollow cheek, an affected abstraction or intensity of action, speech, and thought, bearing a bundle of French, German, and "higher" text-books, a member of the university (?) reciting or listening with a class of thirty or forty, consulting abstruse and learned books, while "pa" and "ma" are amaz ed, and her pastor and Bible-class teacher are surprised at the wondrous wisdom of her conversation. The most remarkable things about her are her volubility and her educated shallowness. This type of female education has become the fashion and must have its day. But there is very little consolation in reflecting upon the number of girls who are the victims of this infatuation. About their efforts and their schools as a general thing, there is a dilettantism, which may afford entertainment, but in which it is impossible for the germs of genuine scholarship to take root. Among our high school girls who are taken with the idea of "going through" the "university" or art school, not one in fifty is impelled by any thirst for knowledge, or by any substantial ambition, which are the only things that make a college course of value to man or woman. It is the "nicety" of the thing that takes most of them through another four years of study. The sanctifying and saving motive is wanting.

To this kind of higher education of women we have nothing to contribute. While we believe that the great mistake of the past has been in not realizing the importance of education to women, and that the duty of the present is to furnish to girls even better facilities for education than to boys; still we feel no special sympathy for colleges for girls, or with the demand that all institutions of learning shall be open alike to both sexes. We cannot feel that college training and surroundings are desirable for our young women. The WEEKLY shares none of the fears or opposition in regard to co-education. If young women will or must go to college let them go to what institutions they please. But college life is adapted to make doctors, lawyers, and preachers. It fits for public life and business activity. Its intellectual strength and culture cannot be obtained without encountering currents that tend to drive the girl away from some most desirable wardenly and wisely qualities. It cannot by any means be made to train for the household and the nursery. Its attractions and stimulants are all in an opposite direction. The domestic virtues are not fostered there. The college does not and cannot furnish in its training the elements that are needed by those who are to become wives and mothers. Of course, in so far as the coming woman is to be self supporting, and to enter every walk of life, herself a man, the college is her best school. But if the home is to be her kingdom, she cannot in duty to herself and to her future subjects spend her years in college halls. If the girl must leave her father's house to complete her education, let her find her place by another fireside, and in the companionship of a warm, motherly, educated heart. In our idea the higher education of women does not mean more of accomplishments or mere adornments of intellect or manners. It means a higher intelligence; a larger acquaintance with common things; a nobler conception of her duties and responsibilities, a wisdom that comes not so much from a wide range of subjects as from a more thoughtful study of a few. This education for women, no matter how high it may be, must have its roots in the home circle. While our girls obtain wisdom they must be kept strong in the fireside virtues.

NEWSPAPERS IN SCHOOLS.

Prin. CHARLES A. MOREY, State Normal School, Winona, Minn.

An exchange says:

"Newspapers are used in many public schools of the west, instead of books, for reading lessons. We are afraid this is untrue, but the idea is a good one. The introduction of newspapers, in higher classes, two or three times during the week would add to the interest of the pupils, and would assist much in opening to them the wide world around them. Then, too, the very errors that more frequently creep into type in newspapers than in more carefully printed books could be made to teach their lessons. One of the very successful teachers of English grammar is said to devote an hour or two every week to the detection of grammatical and typographical errors in newspapers, and his pupils take greater interest in this than in almost any other feature of their exercises or studies."

The above item from the pen of a Cincinnati editor suggests a few thoughts upon the subject of reading in schools. He would have the newspapers made the subject of grammatical criticism. It seems to me that that phase of the matter is a subordinate one, and that the great value of all miscellaneous reading in classes lies in the development of the power of acquiring facts and ideas. Too few pupils know how to study. They waste time and energy because they do not know how to get their lessons. In most cases all their drill in reading, from the alphabet to the sixth reader, has been directed toward elocutionary skill. They have read for the sake of reading; subject matter has been forgotten because the importance of remembering it has not been emphasized. Selections that have been read and re read until the sight of them is odious, are remembered because the pupils cannot help it. But those read but once leave no sign on memory's tablets. The words are pronounced correctly, the pauses are all minded, the proper inflection and emphasis given, and the great work of reading is accomplished.

It is an excellent thing to be a good elocutionist. To be able to read to an audience or to the family with fine expression and good tone is to be possessed of a valuable accomplishment. But it is, after all, an accomplishment, and should by no means be the objective point of all the long years of reading in school. Every person reads a hundred pages to himself for every other feature of his reading. He would take only to themselves, for their own benefit. Their training, therefore, should be such as will enable them to read understandingly; such as will lead them to see all that the words mean, and to remember. In other words they need to be taught how to study a subject by reading it. For this purpose newspapers and magazines can be used to great advantage. For intermediate and grammar school classes there is no better reading book than such paper as The Youth's Companion. It will be fresh every week, and the tone of the articles in it is above reproach. They are practical, well written, and very instructive. In reading them the children should understand that they are reading to learn. This object should be kept in their minds and emphasized by frequent questions and topical recitations, both oral and written. At the end of a year of such reading the children will be able to give the substance of a page of descriptive writing of or a text-book, by reading it once.
The educational Weekly.

The old custom of using historical works as reading books in higher classes should be revived. It is the best kind of training for the reading which must be done in after-life. It establishes the habit of reading to remember instead of reading to dis- miss. Reading books as a rule are collections of fragmentary literature selected with special reference to elocutionary effect. A few are exceptions, but they are rare. Dr. Hooker's and other similar books ought to work a revolution in the use of readers. As true object-teaching should prepare the way and lay the foundation for the after study of science proper; so reading in schools should establish the habit of carefully retaining the subject matter read, for in after-life as well as in school this is the true method of general study. The science of elocution and voice culture is a legitimate subject of study, but for the masses it is of secondary importance. It should follow and not lead reading as a method of study.

HOW SHOULD I STUDY ELOCUTION?

Prof. G. Walter Dale.

Among the ancients the study of elocution was a work of great moment, embracing long and tedious processes. The pupil was passed from this to that instructor to receive from each the severest training in his special department. Years were spent in acquiring artistic ability; and as a consequence there were races of orators in those days. The severe regime of the ancients is hardly applicable in our time. We hurry too much, and the requirements of our age demand that we should get a little knowledge of so many subjects that we should never be ready to enter into active life were we to be thorough in all of them. In this view we should take pains to begin our study right and pursue it in such a manner as to get the most available actual knowledge in the shortest time.

Elocution, like everything else, has a beginning, a middle, and an end, or culmination more properly, for we may never reach perfection in anything. It is a question of considerable moment to the student of elocution to determine where to begin, then. There are two steps in the study that are often used as beginnings with widely different results. One of these is so simple and so plain in its character that in viewing the subject the prospective student very frequently overlooks it altogether, as the more attractive second step, pretentious and delusive in its relation to him, towers above it. The first step is the true beginning of the study, and as we pursue the path it opens to us, we reach the second step very naturally and easily.

1. The first step we will call Mechanical Elocution—the second, Artistic Elocution. In Mechanical Elocution we must gain such control of the voice and person as to make the second step easy. In the first topic we study the mechanism of expression just as an apprentice becomes familiar with the tools he must use in his avocation. In the second we apply that knowledge to the production of works of art just as the master mechanic applies his knowledge of tools to the execution of artistic designs.

There are arguments used in favor of beginning at once with the second step which sound very plausible and which are well calculated to mislead the inexperienced student. The pupil is shown living examples of brilliant success by the method of beginning in the middle of the subject; but is not told that the brilliancy is limited to a few selections, and that a like success upon others depends upon the same process of instruction. If the student commences at the beginning of the subject and pre-
teaching and examination, and I regret to see that many text-books, written by men of no small ability, are fostering the evil."

The great obstacle in the way of this proper kind of study in our schools is, we apprehend, the want of preparation or ability on the part of teachers themselves. Between catechising a class upon the "life and times" of Goldsmith, and conducting a reasonably efficient recitation upon fifty lines of "The Deserted Village," there is the same difference as between spreading the rude pigment on the side of a house and producing a finished landscape. An artisan, a machine can do the one; it requires an artist, a living soul, to do the other. It is because these Outlines advocate, and contribute to, this genuine study of the text of English literature that we commend them. They contain nothing ingenious or profound. But they will be found exceedingly helpful and suggestive to teachers of this branch. All the items of advice we cannot commend. But we know not how the literature teacher who is seeking for light and help will be put more quickly and easily upon the right road than by consulting this little book. Its lists of different editors of our common classics, and of the books useful to students in English literature, together with its ample references to the best biographies, essays, critiques, commentaries, etc., referring to individual authors and productions, are invaluable simply as a matter of convenience, if not otherwise.

It is to be regretted that Mr. Blaisdell inserted Chapter XXI., "A Brief Outline of English Literature." Failure in the attempt was inevitable from the nature of the case. The person who can appreciate the rest of the book will be provoked if not disgusted with this chapter. And yet the critic of the New York Evening Post, it seems to us, owes it to the cause and method which he seems to have at heart, to look through the book again with reference to its main purpose, which is not at all indicated in the only chapter upon which his eyes seem to have rested. Here are some of the careless or unaccountable things in this unfortunate section. Describing the Spenserian stanza we are told that "each couplet consists nine lines." A curiosity. The chief works of Pope are given as The Rape of the Lock, and Translation of the Iliad. The author of The Seasons is given as James Thompson. Lord Byron is said to hold a higher position in literature than either Wordsworth, Coleridge, or Southey. Ten- nyson is said to write with great power, etc. It would seem that this Brief Outline had better be omitted or else receive much more care and space.

Geography of New York and Vicinity, by J. S. Newberry, and Geography of Massachusetts, by Albert P. Marble, being supplements to the Eclectic Series of Geographies, (Van Antwerp, Bragg & Co. Cincinnati.)

We know of nothing in the way of a text-book on these two subjects that can at all compare with the text of these supplements.

It seems tame to say that the two maps are admirable. Looking at them a person would never suspect that he was holding in his hands merely a school geography, unless he had previously heard of the work of this firm in this department.


This hand-book purports to contain the name, location, size of faculty, length of course, management, size of library, annual tuition, price of board, numbers and classification of students, age, value of apparatus, grounds, buildings and endowment, names and titles of presiding officers, etc., for all the colleges, seminaries, academies, normal, commercial, law, theolog-
ical, medical, dental, pharmaceutical, scientific, art, and industrial schools, deaf and dumb and blind asylums. We are already under obligation to it and are glad to say that it has not been found wanting. It contains information which it would be hard to find without it.


If there is any living person who understands the mechanism of voice and speech it is probably Alexander Bell. This work on "Visible Speech" has become widely known to students of language. This "eloquentary manual" could have been prepared only by a master in the subject, and a man of literary scholarship. As a minute and thorough analysis of the art of expression it is without an equal among recent books. It is worth a host of ordinary works on elocution.

NOTES.

We hope that correspondents who send for Wedgwood's Topical Analysis without sending the thirty cents will understand why they get no answer. Our advertisement plainly says: "No attention paid to orders unaccompanied by the cash." For the sake of putting this book within the reach of all teachers our advertisement has been put as low as can possibly be afforded—being what is commonly termed the price for introduction, or for a copy for examination. The book is well adapted to its purpose, which is sufficiently set forth in another column. If you think you would like to examine a copy send along your money.

The comments furnished by the October crop of educational journals upon the "war of the weeklies," as they are pleased to term it, are probably more entertaining to us than they would be to our readers. However, justice would require some of our contemporaries to read more carefully, and to acquaint the Weekly of "picking a quarrel,"—a thing it certainly did not do. It had been the unsoliciting subject of offensive and damaging remarks in the columns of its opponent on more than one occasion without uttering a word in reply. Teachers ought to know—and no persons are more strongly tempted to believe it—that there is a point beyond which forbearance ceases to be a virtue. The Weekly believed that the point had been reached, and so determined to obey old Polonius in the last item of his advice, as it had done in the first:

"Beware

Of entrance to a quarrel; but being in,
Be'that the opposed may beware of thee."

A correspondent asks if there is not a series of readers complete in two or three books. We know of none.

Unmarried lovers of good bread are advised to go to Champaign, Ill., when they begin to feel like taking wives unto themselves. It is a satisfaction to know that there is one woman in the world who dares to declare that "the difference between good and bad bread is not a matter of luck." The girls at Champaign, it seems, are taught the curious doctrine that good bread is a matter of scientific production. It is to be hoped that the time will never come when their consulting theory will be so heavily discounted by their actual experiments that they will accuse "Miss (or Mrs.) Allen of "evolving the proposition from her inner consciousness" or from some text-book in chemistry. Alas! alas! How many fine theories and inventions fall when they are tried in the kitchen! That is the realm which the advancing scientific spirit finds it the hardest to invade.

FIRST ANNUAL MEETING OF THE ILLINOIS SOCIAL SCIENCE ASSOCIATION.

The Chicago Daily Inter-Ocean speaks thus of the spirit of the meeting:

"The Illinois Social Science Convention did itself credit by the depth and yet popular interest of its discussions and papers. All day, with hardly a half-hour's intermission for lunch, the ladies confined themselves to the important business of their gathering, and the intellectual attentiveness of the audience, comprising not only members, but hundreds of visiting ladies and gentlemen, bespoke an intellectual and enthusiasm in the pews commensurate with that displayed on the platform. Certainly a grand impetus must result from this year's meeting to this cause. We have been on the look-out upon the assembly of motherly, refined ladies, not deficient within those external embellishments of dress and fashion which so delight the fema e heart. They were, better in other way. They were in the Realm of the philatelic purposes. The spoken plea was so enforced by women's voice and facial mobility of persuasion that to stand out was impossible. This was shown by the looks of the audience and sympathy, but the very substantial result from this year's meeting to the cause of woman's place. It was a noble ambition for a lady to support and to fit for the first place, at the front rank of the land. What lives has she helped to swell the great wave of women's rights?"

In the "Potential Mood for Women," Mrs. Isabella C. Studebaker, President of the Young Women's Christian Association of the Chicago Female College, said:

"The grammar of life is hard to learn! How frequently we sit and dream in the future tense, forgetful of the stirring life around us. Alas! it is the battle of the mighty present! Had it ever occurred to the thoughtful how greatly some people resemble the parts of speech? Who has not seen some delicate young lady who reminded one of an active verb, laboring over a flaw in the grammar of life?"

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and gratitude too deep for words to wretched wives and mothers. What devo-
ted love and good work is demonstrated in the everyday records, from the
deed of the Deboras, Ruthe, and Esther, and the saintly Marys, "last at the cross and first beside the tomb," down to the brilliant galaxy of
devotees. Girls and boys and mothers, let their Hall of Fame be filled by the
tales of these girls, where the little white robe forms kneel by the mother's side and lift
their innocent voices to the dear Lord who said, "Suffer the little children to come," the dem-
and for good laundresses and tradeswomen. Some girls stand in absurdly
favorable answers may be given as regards intellectual training but in a great
number of the domestic service. The full course in this school occupies
four years, the course embracing the branches of general culture usually taught,
and the young ladies complying with the full course receive the degree of A. B. You
are the girls really taught to sweep and work? Is it sometimes asked, No; no more
than agricultural schools teach boys to experimentally plow. Girls
should be sufficiently taught these things before going to the school, whose ob-
ject is to teach, not how to do these things, but the reasons for doing them.
They are taught to consider the difference between good and bad bread is not
a matter of luck, and that the result is as much under control as the action of
a steam engine. They are taught, in addition to anatomy and physiology
concerning the vital mysteries of motherhood. They are taught to consider
diseases as the result of inescapable laws—that there is no necessity of one girl
being impatient and sickly, and another robust; that there is a
vile, ill-constructed stairs, and other domestic fallacies are to be corrected
in the new economy. As yet women find that their architectural ideas are
not per se, but are coupled with impurity in mind, body, and soul.
A W. S. L. (or words to wretched wives and
family)
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power wielded by woman to-day, and in this
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family)
Practical Hints and Exercises.

WE WANT TEACHERS WHO READ AND THINK.

A letter from Sept. W. E. Parker, of Buchanan county, Iowa, contains the following vigorous and truthful words:

"We need a reading and thinking class of people. Especially, now, do we need that the masses read, analyze, and think. To reach this point, we must have teachers who read and think, and who will teach their pupils to do the same. The teachers must put reason in the ascendency, and lead their pupils to put their decisions under the control of reason. School work has its foundation in the probabilities and possibilities of human life. We want reading teachers. I will present the claims of your paper, the WEEKLY."

CORRESPONDENCE.

FRENCH—THE SAUVEUR METHOD.

To the Editors of the WEEKLY:

In your notice of Dr. Sauveur's Cesar, you state that his method of teaching modern languages "seems to be growing in favor." Might I ask you whether you include Europe as well as the United States?

In Germany, where modern languages are taught as much, if not more, than Greek and Latin in our schools and colleges, and where nine out of ten educated persons speak both languages (French and English), grammar is, by no means, gotten by rote, according to Mr. Sauveur's system. The following is a course in French, such as pursued at Leipzig, in both the Gymnasmum and the University:


University: Three or four years of lectures on the French language and literature.

It may be argued that the German students ought to know French, after having given to the language so many years. Indeed, they do know it, know it well, as they proved during the Franco-Prussian war, when non-commissioned officers cross-examined the French prisoners.

How many in this country know and say French? I mean, who can speak French, know its philology, its principal dialects, its history, its literature? Such scholars can be found, and quite a number of them. Ask them if they think that they could have obtained their knowledge of French by pursuing Dr. Sauveur's method.

A. H.

University of Michigan, Oct. 10, 1878.

EDUCATIONAL EXHIBIT AT THE ILLINOIS STATE FAIR.

To the Editors of the WEEKLY:

I am desirous of knowing what premiums were offered for educational work by the State Agricultural Society. Also, what methods were taken to notify the teachers of the state that such premiums were offered, and how many schools competed.

I am the more anxious to know, because, on writing to the secretary of the society, in April, in regard to the matter, I received the answer that the premium lists were not ready, but would be forwarded as soon as prepared. As they were never forwarded, I infer that no special paint was taken to have the different schools compete.

Will some correspondent enlighten your readers as to the character and extent of the exhibit?

O.

WILL F. G. POINT OUT THE FALLACY.

I would like to ask F. G., who gave solution of 2d example in number 83, if it is not true that the average price of the land is $20 per A? and if it is then is it not true that 4 rods pays $1000 = $48.61, and 5 rods pays $1000 = $51.61? These numbers then show the prices per acre, but when we come to find the number of acres each obtained, we find that A gets a number of acres, which, when added to the number B gets, will make more than a hundred.

Will F. G. point out the fallacy.

S. W. C.

MORRISONVILLE, ILL., Oct. 7, 1878.

I wrote you the first week that the teachers of Nebraska could not be fooled on the second problem in the WEEKLY of Sept. 25. "F. G." it seems has solved it—not at an average of $20 per acre, but at $20.11 per acre.

Can a problem be properly solved by ignoring a principal condition of the same and the substitution of another?

"F. G." says: A's share is 46.27 acres.

So $1000=$51.61, A pays per acre, 46.27

and $1000=$48.61, B pays per acre, 53.73

Two acres cost $40.22.

FAIRBURY, NEB., Oct. 5, 1878.

PROBLEM.

Find the area of the smallest circle that will contain three smaller circles whose area is, each, one acre.

Solution: Draw an eq. lat. triangle, ABC. From A, B, and C, as centers, and with a radius equal to ½ the sides, describe the three smaller circles. Draw C F and B E ; the point of their intersection will be the center of the required circle, and CD will be the radius. The radius of a circle whose area is one acre is $\sqrt{\frac{\pi}{160}}$ = 0.73 rods. All equals 14.27 + rods; Be equals $\sqrt{14.27^2-10^2}$ = 13.34 + rods. Aeo 3 = $\sqrt{Ae^2-3^2}$. Aeo 3 = 13.34 + rods. 3. Aeo 3 = 13.34 + rods. Aeo 3 = 15.34 + rods. Radius of the required circle is 15.34 + rods; $(15.34)^2 \times \frac{\pi}{160} = \text{area of circle required.}$

J. M. MAXWELL.

ANSWER TO STUDENT.

In answering "A Student" I will say that a territory must have according to law a certain number of inhabitants before it can be admitted as a state. The basis for representation in congress was fixed at 31,000 inhabitants for each congressional district; hence each territory, if the letter of the law was carried out—would have to have the above number of inhabitants; but the rigor of the law is often very much relaxed and territories are frequently admitted before they have the requisite number of inhabitants.

S. W. CULP.

MORRISONVILLE, ILL., Oct. 7, 1878.

A QUESTION IN ACOUSTICS.

To the Editors of the WEEKLY:

The following question caused much doubt in the mind of one of my pupils some months since, given by one of her former teachers, who insisted upon her saying "it would make no noise," which she did because she feared to do otherwise. If you will publish the question for a solution or give us one through your columns you will confer a favor upon those who welcome the WEEKLY as a beam of sunshine.

Would a large stone make a noise if it should fall from a high ceiling to the floor, and no one within hearing distance? Yours respectfully,

EYA J. MOORE.

STORM LAKE, IOWA, Oct. 3, 1878.
prepare a circular, setting forth the objects and aims of the organization, and enlisting more general and hearty co-operation of all interested in the progress of the common schools. The very best state of feeling prevailed in the convention, and all felt that they had been greatly benefited by the interchange of views and sentiments on the questions discussed. The convention then adjourned to meet in the Union School building in Holly, on the first Saturday in December, 1878, at 10 o’clock A. M., where it is hoped that a full attendance may be had, not only of superintendents, but of all interested in the education of the young.

MISSOURI.—The American Journal of Education, St. Louis, furnishes the following statistics respecting enrollment, etc. St. Louis, total enrollment 33,900—increase over last year, 5,000. (Our Boston contemporary gives the same figures for the whole state!) The State University at Columbia opened with 285 students, 13 more than last year. The State Normal School at Cape Girardeau opened with 26 more students than last year.

Prof. J. M. Greenwood declines to be a candidate for the state superintendent of education. He is doing effective work as superintendent of the public schools of Kansas City, and urges the renomination of Sept. Shannon, that effective work may be continued in the state office.

About $1,320 was contributed to the yellow fever sufferers by the children in the public schools of St. Louis.

OREGON.—Prof. L. J. Powell, the new State Superintendent of Public Instruction, entered upon the duties of his office Sept. 1. A new school building is in process of erection in Portland, to cost about $34,000.

There are 1,701 pupils attending the public schools of Portland, taught by 34 teachers. R. K. Warren is principal of the high school, and Thos. H. Cleveland is city superintendent.

The recent session of the State Teachers’ Association was a decided success. Robert Fagan was elected president, and S. T. Durkee and T. C. Judkins secretaries.

NEVADA.—T. B. Jones, principal of the high schools at Virginia City, is a candidate for State Superintendent.

There are about 1,400 pupils attending the public school of Virginia City.

MINNESOTA.—A school house costing $3,000 is to be built at Carver. Supt. C. W. Smith, of Hennepin county, has completed his fall examinations of teachers. The total number of applicants was 287, of whom 59 were rejected. Of those passing satisfactory examinations 6 received first grade certificates, 184 second grade, and 8 third grade. About two-thirds of the applicants were ladies. As there are 118 school districts in Hennepin county it is hoped to say some of the fortunate applicants will not find employment this winter.

The amount of insurance which will be paid for the loss of the St. Charles school building is $6,885.60.

There will be a sale of school and university lands at Redwood on the 29th of October.

NEBRASKA.—The Lincoln State Journal says of Sept. S. R. Thompson’s renomination by the Republican convention: “Prof. S. R. Thompson, our present accomplished and efficient Supt. of Public Instruction, has received the well-earned compliment of a renomination. His services to the state in his department, we have been accustomed to estimate, is as an excellent organizer; his experience of many years in the same line of labor has made him familiar with the needs of the country, and furnished him with means whereby to supply the deficiencies unavoidable in new states. A gentleman of culture and broad education, he has done honor to his office, and the convention could not have forgiven itself, or been forgiven by the people, had it put another man in his place, and lost his valuable aid in the fostering of our school system.”

Nebraska University has now two thoroughly organized colleges—that of Literature, Science, and Art, and the Industrial College. The former has five courses of study, consisting of four years each, besides a preparatory course two years long; the latter has three courses—two agricultural, varying in length, and one in civil engineering.

COLORADO.—The city of Denver pays 12 per cent per annum interest on school bonds to the amount of $75,000. The Board of Education will apply to the next legislature for power to convert these bonds into 6 to 8 per cent long-time bonds.

Arrangements are already making for the next meeting of the State Teachers’ Association. At the meeting last year the association voted to hold its sessions at Colorado Springs in the Christmas vacation. Denver was selected as the place on account of the ease with which it can be reached from all parts of the state.

WISCONSIN.—The Oconto County Teachers’ Institute convened at Oconto, Monday, Sept. 30, and continued during the week. There was a small but earnest number in attendance. Prof. Robert Graham, of the Oshkosh Normal Institute, represented the institute very profitably, assisted by Mrs. S. L. Pospelow, of Peshtigo, in spelling, and by W. H. Tibbals, in U. S. history, geography, and civil government.

A Milton correspondent sent the following to the Milwaukee Sentinel:—In plaining over the list of teachers required in each city and town of our state, your correspondent noticed that a goodly number were Milton College graduates, and the following is an incomplete list of those...
who are employed in the educational work of this and other states. Of this number, ten to four have graduated from the institution during the past eight years: Prof. S. S. Rockwood, ’61, Whitewater Normal School; Prof. N. C. Twining, ’67, Principal of Monroe Public Schools; Prof. J. E. Thayer, ’70, River Falls High School; Prof. J. H. Ziegler, ’74, University of Wisconsin; Prof. Jno. D. Bond, ’72, Teacher of Penmanship in the Public Schools of St. Paul, Minn; Prof. L. Dow Harvey, ’74, Principal Shelbogian Public Schools; Prof. J. T. Green, ’77, Professor of Mining in the University of Kentucky; Prof. Dwight Kinney, ’74, Principal of Darlington Public Schools; Prof. A. A. Miller, ’74, Principal of Waukesha Public Schools; Prof. W. C. Isham, ’74, Principal of Public Schools; Prof. J. H. Bartlett, ’74, Professor of English in the University of Illinois; Miss Adah McCracken, ’72, Principal of Milton Public School; Prof. H. C. Cartis, ’75, Principal of the Juneau Public School; Prof. D. O. Hinkley, ’75, Principal of the Public Schools of Weedsport, N. Y.; Prof. W. D. Fickner, ’76, Palmyra Public School; Prof. E. A. Thompson, ’77, Principal of Elkhorn Valley, Ill., Public School; Prof. H. D. Kinney, ’78, Principal of Woonsocket Public School; Prof. John H. Boyle, ’78, Principal of Readus Public Schools; Mrs. A. R. Cooke, ’72, Intermediate Department Whitewater Normal School; Prof. H. M. Rood, ’78, Principal Pewaukee Public School; Prof. E. Larkin, ’78, Principal Milwaukee Junction Public School; Prof. W. H. Hale, ’78, Principal East Troy Public School.

CALIFORNIA.—An endeavor to reduce the number of special music teachers from seven to four has just been defeated in the San Francisco Board of Education.

A kindergarten has been established in San Francisco under very favorable auspices. Mr. J. M. Brandt, of New York City, visited San Francisco a short time ago and expressed general interest by an active canvass and one or two public lectures. A subscription was raised and an association organized under the name of the “Free Kindergarten Association of San Francisco.” The applicants were on hand at the opening, but only about fifty could be accommodated. It is said that children of the wealthy classes are excluded as long as there are plenty from the lower and middle classes to crow the numbers. Miss Smith, the teacher, was trained under Mrs. Marvede in Oakland, and is succeeding well.

Nearly $6,000 was contributed by the public schools of San Francisco for the yellow fever sufferers of the South. The fund of San Francisco is found to be $150,000 less than the amount required by the Board of Education, and a reduction of teachers’ salaries becomes necessary.

For all of the above we are indebted to the Pacific School and Home Journal.

OHIO.—Schools at Newark are said to be in better shape this year than ever before. They are under the able management of Supt. Hartler, one of Ohio’s wide-awake educators. In the three years of Supt. Hartler’s management, the number of cases of tardiness has been reduced from 3,000 to less than 400 for the last year. The per cent of attendance last year was about 96, with not a single case of suspension or corporal punishment in a school of 2,000 scholars.

W. C. Poarch has entered upon his duties as principal of high school with Miss Moore as first assistant.

IOWA.—The number of students enrolled thus far in the collegiate departments of the State University is as follows: Senior Class, 20; Junior Class, 40; Sophomore Class, 42; Freshman Class, 73; Sub-Freshman Class, 64; Irregular Class, 32. Total, 275.

The Iowa City high school has 140 students in attendance. Messrs. Hatt expected to graduate from twenty-five to thirty into the freshman class of the university next year.

The Iowa City High School has an enrollment of over 100. Sept. A. Guthrie has over twenty in training for next year’s freshman class.

The Decorah Academy, at Decorah, Prof. J. Breckenridge, principal, has been adapted as a preparatory school of the State University. Prof. Breckenridge is known to be one of the most thorough and competent teachers in Iowa.

The above items are taken from our lively contemporary, the Chicago Weekly Journal.

A lady, concerning whose success in teaching there is not the shadow of a doubt, who has qualifications of a high rank, lately applied for a position as teacher of science in a famous high school. One official asked her if she was not afraid of being blown up while performing the experiments in chemistry? She replied: “The experiment committee favored a similar experiment.”

What is the use of being president of a Woman’s Suffrage Convention?

Iowa College needs more accommodations in the way of boarding facilities.

The State Teachers’ Association will meet at Marshalltown on the evening of April 87. The citizens of that enterprising town will go the association a banquet and in every way render the sessions enjoyable. Evening addresses will be delivered by Supt. Harris, of St. Louis, and ex-Senator Wright. Papers are expected by other and under-graduates of the Iowa University; Dr. Magoun of Iowa College; Prof. Carpenter, of Oakaloosa; Prof. Graham, of Ashworth, Wis., Normal School; Prof. Norton, of Cornell College; Supt. Pink, of North Liberty; Miss Blackburn, Supt. of Schools of Dubuque county, and other prominent educators.

Supt. McClellan, of Marion, chairman of the executive committee, is doing everything in his power to make the meeting a success. We predict a large attendance.

Prof. Jona. Piper, the wide-awake agent of Messrs. Vinton, Blackman, & Co., has been making political speeches in several places in northern Iowa. Thus do our brave sons hasten to the rescue of the imperiled nation.

The Democratic candidate for governor of Nebraska, Mr. Webster, belonged to the University Law class of 1869.

The senior class of Iowa College numbered sixteen.

Mr. W. R. Smith, teacher of chemistry in the Davenport high school, took an active part in the late campaign in Iowa. “Honest Money” was his theme.

Champaign school buildings are valued at $50,000. She has 2,907 children of school age.

The Mount Pleasant Free Press has been giving a series of very valuable lessons in German pronunciation.

The subject of Burdette’s new lecture is “The Pilgrimage of the Funny Man.”

The Iowa Normal Monthly for October has a good article on “Principals of Graded Schools.”

The Central School Journal has not reached our table for two months. Perhaps it was not sent. However, we rather expected the monthly that wants “names of teachers rather than their money.”

Does the Inter-State Monthly “still live?” We have never seen this wonder.

An exchange says that half the applicants for teachers’ certificates in Iowa county failed to get them.

Miss Ettes, lady principal at Iowa College, is in Europe on a tour of study and sight seeing.

Miss Mary Middleton has been elected principal of Davenport’s new school—No. 10—which will be opened about the first of November.

Miss Belle is connected with the Public Schools of Dubuque, and ranks high as a teacher. The principle of promotion which now prevails in appointments for teachers in the best positions in our city schools is without doubt the correct one. But we do wish that the powers that be would justly partition the consistency in the somewhat essential matter of regulating salaries.

There are 147 children in the State Orphans’ Home. This state has 65,000 children, and the apportionment of the interest of the permanent school fund is $142,000. Dubuque county has the largest number of school children,—18,053, and Ida county has the smallest number,—540.

The opening lecture of the Law Department of the University was delivered last week Wednesday by President Pickard. These Wednesday lectures are open to all the students.

ILLINOIS.—The Peoria teachers held an institute at the high school, Oct. 12. The programme was as follows: 9.30 A. M.—Primary Section. Dis­cussion, Primary Arithmetic, Intermediate Section.—School Work, Miss Oakford; Long Division, Miss Kinella. Grammar Section.—Precept, Miss Bullard; School Discipline, Miss Peters. 10.30 A. M.—Teachers’ Conduct in the School Room, Miss M. Minor; Practical vs. Disciplinary Teaching, J. X. Wilson. 11.20 A. M.—Address—Stanley’s Journey Across the Dark Continent, Dr. R. Edwards.

Principal Haven of the Evanston schools, is noticed that the price of $12 for the best exhibit of work in arithmetic at the State Fair was awarded to Evanston.

The Methodist Episcopal Conference which assembled at Jacksonville a couple of weeks ago adopted a resolution looking toward securing a uniformity of school books in the state, as the want of uniformity is peculiarly oppressive on traveling preachers.

Prof. S. H. Peabody leaves the Chicago South Division High School for a professorship in the State Industrial University at Champaign.

Professor C. F. Freeman, of the University of Illinois, has accepted the professorship of History in the Indiana State University—his duties to begin next year.

Miss Anna S. DeWolf, who was once a teacher in the high schools of Danville, died of yellow fever on Sept. 27 at Bay St. Louis, a place fifteen miles from New Orleans.

Arrangements have been made for an educational column in each of the papers in Schuyler county. This column is conducted with much skill by some of the county superintendents, notably by Miss West, of Knox.

The first monthly session of the Platt County Teachers’ Association met on Saturday, Sept. 21, in Monocello. G. A. Burgess is chairman. The next session meets at Bement, Oct. 5, at the home of J. K. Rassweiler, principal of the school at Downer’s Grove.

Miss R. R. Anderson is principal of the Tamaroa schools.

E. O. Leavitt is principal of the schools at Elizabeth.

The Illinois Normal School closed its first month with an attendance of 410 in all departments. This is somewhat under last year’s enrollment. The financial pressure tells upon the schools as it does elsewhere. The new class is of high quality, however, and the work is going on with vigor. Nearly all of the class of ’78 are at work. Mention has already been made of their whereabouts. Reports have been received from over 800 former students, graduating and still under graduated at the following places: Illinois University; Dr. Magoun of Iowa College; Prof. Carpenter, of Oakaloosa; Prof. Graham, of Ashworth, Wis., Normal School; Prof. Norton, of Cornell College; Supt. Pink, of North Liberty; Miss Blackburn, Supt. of Schools of Dubuque county, and other prominent educators.

Supt. McClellan, of Marion, chairman of the executive committee, is doing everything in his power to make the meeting a success. We predict a large attendance of 1,700. Eight rooms had no case of tardiness during September.
The chief question discussed at the last meeting of the Cook County Teachers' Association was in substance, What subjects shall be taught in the first three years of school, and in what way shall they be taught? The views of Prof. Wentworth, Parker, Brayton, and Towne were presented in remarks by those gentlemen.

Hon. S. M. Etter, State Superintendent of Public Instruction, addressed the association on the subject of Illinois, adding some practical advice to teachers, and Prof. Blackman, superintendent of music in the Chicago public schools, spoke on the subject of music in the lower grades and country schools.

Some of the remarks of Sept. Etter were of such a practical character, and so valuable to teachers in all parts of the state, that we present a few points as jotted down at the time.

The present school law is not in such a condition as to be of much real service to teachers and directors. The law of 1828 was simple and easily understood by the people, but no respectable attorney of to-day would undertake to interpret the present law. Under it school affairs are as loosely managed as any class of business that can be named, and yet there is no other so important at this. For example, seven-tenths of the contracts held by teachers are not worth the paper on which they are written (if written at all). The common practice in the country is for a teacher to start out to find a school (it ought to be the teacher who is sought). He goes to Mr. A and represents himself as an applicant for the school in his district. Mr. A, the director, views him over, listens to his representations, and says, "Well, I guess you'll do; how much wages do you want?" The price is named, and the director says, "If Mr. B will agree to hire you, I will." Then the story is told to Mr. B, and the applicant is hired; he knows nothing about the school he is to teach, or what is expected of him; nor do the directors know anything of their teacher. A definite and full contract should be drawn up in writing, and signed by both parties. No teacher should be incompetent to write a contract.

The question of twenty-two days to the month received some attention from the speaker, it being his opinion that the law does not intend that directors shall be compelled to hire teachers for twenty-two days. They may hire for any length of time, but it is necessary that they should have school each year during five months of twenty-two days each, or 110 days in all, before they are entitled to draw public money.

The question of schedules also received some attention. The schedules of to-day are the same form as those of 1828. He did not wish to see them dispensed with; but he strongly urged a different basis for the distribution of school funds. It is not just to distribute the school fund upon a basis of population. In this way some schools are supported upon the pittance that is obtained from the state, and consequently they are very poor schools. The distribution of this fund should be based upon the attendance, and not upon the enumeration.

In answer to some questions, Sept. Etter said that a teacher's order for salary began to draw interest as soon as the schedule was filed with the treasurer, and not before. If the director does not file the schedule at once, they can be compelled to do so by mandamus, or interest can be collected of them by process of law. Teachers' orders for wages are the only kind that bear interest. Directors have no authority to purchase anything or contract to pay any money, except for teachers' wages, without a vote of the people. Yet many such purchases are made, and a large part of the great total spent for school purposes is spent unusefully. From one million and a half to two millions of dollars might be saved annually by cutting off these useless expenditures, and neither the teachers' wages nor the schools be harmed in the least.

A teacher's certificate is nothing more or less than a license; one kind is good for one year, and the other for two years. A teacher's contract expires when his certificate expires. It is therefore necessary for a teacher to keep his certificate good all the time.

TEACHERS' INSTITUTES.*

1. To give teachers a knowledge of the underlying principles of their profession.
2. To teach them the methods founded on these principles, which will prove most serviceable to them in their work.
3. To create among teachers a desire for professional improvement.
4. To promote the acquaintance, harmony, and esprit du corps of the members of the profession.
5. To indicate means of improvement, books to read, the advantages of Normal School instruction.
6. The institute should reach the people, and leave a conviction of the great importance of education to the individual and to community; an appreciation of the great difference between good teachers and poor teachers, and a determination to secure the former and be rid of the latter.

II. METHODS.

1. The institute is not an association, convention, nor deliberative body.
2. It needs no cumbersome machinery; the Conductor is the source of authority.
3. It is a school,—not for text-book study, but a brief Normal School in which principles and processes are taught, methods of teaching illustrated and new inspiration given teachers.
4. Instructors should state principles, and then illustrate them; show what of the good in method comes from them, what that is erroneous is condemned by them.
5. The work done by the instructors is not to be imitated in form, but should be suggestive of good; school-room method.
6. In the treatment of primary work, dictation lectures in which the notes are taken by the teachers are written on the blackboard, or dictated during the lesson, will be found most serviceable; in advanced work, a similar method may be occasionally pursued in alternation with class drills. With some subjects the lecture method may be pursued. There should be variety. The lecture method is the easiest, but tends to degenerate to mere talk. The class drill, when rightly done, is the most valuable method for the subjects to which it is adapted; it is wasteful of time unless the most careful preparation is made for it by instructors and pupils.
7. Have a programme.
8. Teachers must be made to feel at home, unembarrassed, on good terms with the instructor, ready to give prompt answers, and do their share of the work.
9. Visitors should be excluded, so far as can be done without giving offense, from the forenoon sessions of the institute.
10. Instructors should not allow themselves to be interrupted by questions during an exercise, but allot the last 5 or 10 minutes of the time to hearing and answering questions.
11. The query-box should be a means of communication between instructors and teachers, and questions from it should be answered in connection with the proper exercise, or at the close of the afternoon session. It deserves a better fate than to be reserved for an hour of hilarity at the close of the institute.
12. Local talent should be recognized, and furnished opportunity for exercise in essays and discussions.
13. Note-taking by teachers should be secured:
   a. Say something worth taking note of.
   b. Put it into form to be readily condensed into notes.
   c. Call for the notes taken—
      1. By lot at close of day sessions.
      2. Appoint committees to report their notes on each exercise of the day.
      3. Have oral topical reviews of the instruction of the day.

*From Outline of Institute, for the Use of Instructors in the Michigan Teachers' Institutes.

MORAL INSTRUCTION.

Any system of instruction which stops short of the development of a virtuous character makes a most signal failure. Power of brain and skill of hand will certainly add to the power for evil of a corrupt heart. All the requirements of a well regulated school do indirectly minister to the formation of character. But direct and positive influences are needed. It is not safe to leave the child to the instruction of school routine. His style of life must be molded by the life of his teacher. He must feel the influence of a virtuous example. He must hear the voice of warning and of guidance. He must be taught the nature of Law—its sanctions and its penalties. He must be made to see and comprehend the nature of liberty, its conditions and its limitations. He must be made to see the extent of his personal rights, and their relation to the rights of other persons. All these should be enforced by motives springing from self-love—personal interest; from benevolence—personal obligation to his fellows; and from conscience—personal responsibility to a power above self and society. Fundamental to every system of moral instruction must be justice, resting not upon the shifting sands of policy, but upon the solid rock of rectitude. —J. L. Pickard.
Home and School.

STILL lifts the lily in the mild still air
Its cup of perfumed snow;
And, star-like, gleam the myrtle blossoms where
The autumn roses glow;
This fragrant beauty seems the mask of Death;
The whispering south wind is his poised breath;
We weary for these warm bright days to end;
The summer fingers at what fearful cost!
O pitying God! in mercy to us send
The white gift of Thy frost!
From its cold touch the patience will fly,
And plague-shot homes will set their doors unfold,
And mourners, who have seen their loved ones die,
Yet, shuddering, feared their helpless hands to hold,
Will seek, with tears, the graves from which, to-day,
Love, terror-haunted, trembling turns away.
All powerless, Lord, at Thy dear feet we bow;
If Thou delay, how many lives are lost?
We ask a blessing never vired till now—
The white gift of Thy frost!

【From the Chicago Times, Oct. 3.】

SHERIDAN'S RIDE.

DEATH OF THE HORSE MADE FAMOUS BY BUCHANAN READ'S POEM.

The famous charger that carried Gen. Sheridan from Winchester, "twenty miles away," died in his master's stable on Michigan avenue, at an early hour yesterday morning. The part played by this animal in one of the bloodiest battles of the rebellion has been respectfully recognized in books of history and in patriotic verse. Read, the poet, by a few strokes of his pen, lifted the beast into a fame almost as enduring as that which has been earned by its rider.

"Winchester," the cognomen by which the horse has been known since the war, was jet black in color, with a small white star almost in the center of the forehead—a sort of "lucky star." He stood sixteen and a half hands high and was trim built and active and proud spirited. When Sheridan took command of the 2d Michigan Regiment in 1862, Capt. Campbell presented him with the animal, which was then spoken of as a "three year old colt." His owner dubbed him Rienza, after the Mississippi town of that name. He carried his master through the battles of Stone River, Chickamauga, Mission Ridge, and a score of other engagements in the Tennessee campaign. He pranced around among the mules and ordinary steeds at the battles of Opequa, Fisher's Hill, Cedar Creek, Petersburg, Trevillian Station, the Wilderness, Spotsylvania, Coal Harbor, Gordonsville, Waynesboro, Five Forks, Jetersville, Sailor's Creek, Appomattox Court House, and a score or more of other combats. In fact, "Winchester" faced the guns in ninety engagements, and with a single exception never flinched or never turned tail to the enemy. In the battle of Stone River a solid shot passed under him, grazing the skin of his belly. He became fractious and unmanageable, the General being obliged to dismount. The appearance of the animal on the field without a rider was the foundation for a report that his owner had been killed. The horse was wounded by pieces of shell in the battles of Opequa and Trevillian, but not severely in either instance.

History describes the ride from Winchester as a furious and headlong race. General Sheridan said he had ridden the horse at a full gallop, at times bounding into a run. Two staff officers, Gen. Forsyth and O'Keefe, and the escort of twenty cavalry men, rode with him, but the horse "Winchester" showed more spirit and "bottom" than any of the other animals. The General said the actual distance ridden was sixteen miles, the poet, Read, having used about four miles of "poetical license." He spoke feelingly of his old black steed, saying he had been unequalled in speed, courage, docility, and nobleness of nature. The General said he had not been upon "Winchester's" back since the war closed. He has required his hostler to give him the tenderest attention. The horse suffered more or less from rheumatism for several years past. A boy was allowed to take him out for exercise the other day, and, as he was trotted at a pretty lively gate, became overheated and this, combined with an enfeebled constitution, caused his death.

The skin of old "Winchester" is to be preserved and prepared in the best art of the taxidermist. Prof. Ward, of Rochester, N. Y. will set him up.
PUBLISHERS DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each, until the supply is exhausted. Bound volume for one year, Half Morocco, can be had for $5.00. Covers alone, 75 cents.

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We very much want more copies of Nos. 56, 57, and 58, to complete files for our subscribers and for public libraries, where the volumes are bound. Any parties who will send us these numbers will do us a great favor and we will extend their subscriptions two weeks for every copy sent.

Our subscribers will please bear in mind that the time when their subscriptions expire is indicated in every week by the number of the paper which follows their names on the address. If we do not receive orders for renewal the paper is stopped with that number.

The publishers of the WEEKLY will gladly purchase and forward any books or other articles which teachers may need. Letters containing questions to be answered should always contain a stamp for return postage.

The Joseph Dixon Crucible Company, whose advertisement appeared on our first page last week, is said to manufacture the best lead pencils in this country, and are considered the best manufactured in Europe. Read the testimonials given in their advertisement, and then buy a dozen of the Dixon pencils and prove the statement made.

Our readers will be interested in the advertisement of L. Prang & Co., which calls for agents for their popular “Flowers and Ferns of the United States.” The work advertised is the finest of the kind ever published, and those desiring first class employment as canvassers will do well to address the General Agency at Winoon, Minn.

THE EDUCATIONAL WEEKLY, Chicago, under the management of Messrs. Vaile & Winchell, is steadily improving in valuable and practical matter. —American Journal of Education.

I always welcome it with delight and peruse it with pleasure and profit. —Supt. J. H. Keen, Volusia county, Fla.

The WEEKLY is growing in favor among the teachers in this vicinity every day.—Prin. R. H. Wolbridge, Cedar Springs, Mich.

Like it very much. Will do all I can to increase its circulation in my county.—Supt. D. L. Greer, Cedar, Me.

Am highly pleased with it. We need such a paper.—Supt. V. A. S. Robinson, Pulaski county, Mo.

I think it is superior in practical knowledge to any school journal that I have examined. It is just such a paper as the profession has long been wanting.—Supt. W. H. Chamberlin, Jefferson County, Neb.

Your paper is all good. I read all of it.—Supt. W. H. Chamberlin, Jefferson County, Neb.

The Educational WEEKLY is our standard educational paper here.—Cook and Stevens, Principals Morris, Ill., Normal and Scientific Institute.

I like it very much. I wish I could get a hundred subscribers.—Supt. H. B. Cottrell, Richburg, N. Y.

I am much pleased with the WEEKLY.—Supt. P. H. Cabell, Nelson County, Va.

Just how our teachers need,—good for the mind.—Supt. Geo. A. Coeghan, Jr., Litchfield, Ky.

No teacher can be alive to the work and keep posted in regard to the latest and most approved methods of teaching unless a reader of some first-class educational journal. Such a paper as the WEEKLY has long been needed in the West. Every teacher and school officer should read it. Among its contributories are our best educators, its articles on Theory and Practice are invaluable to the teacher. We can recommend it as the best educational paper in the West, and the cheapest in proportion to the amount of reading matter it contains.—Baptist Battle Flag.

Competitive Examination Paper.

THIS is the same form and quality of paper as that used by the Chicago Board of Education in uniforhng school work for the Centennial, and afterward for the Competitive State Examinations of Illinois. It is manufactured in two sizes (size A and size B), the first $8.50, and the second, 6x9 inches.

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