Editorial.

HEART AND BRAIN VERSUS BRAWN.

ELSEWHERE will be found some valuable thoughts on requisites in a teacher, and by an esteemed contributor. What he says about will-power and heart-power meets our hearty approval. But—Well, "Mankato" must be a big man. We hope he is. But then we are not going to envy him that. We hope he is big; much less bring out our "pigmy," why did he not charitably exert himself to suggest a plan by which teachers might add a few inches to their stature or a few pounds to their weight? Or why did he not do better still, and teach his readers that corporeal qualities in the teacher weigh but lightly in comparison with mental qualities? In the ultimate analysis, it is the will-power and the heart-power manifest in the thoughts, actions, and whole character of the man, that make the commanding presence. With children, spirit is more than body. What they see by the inner sense is much more powerful than what they see by the physical eye. You cannot add to your body; but you can add to your self-control, to your sweetness of temper, to your earnestness and sincerity of purpose; and to all those qualities which go to make a man. It is your true man—and we know Mankato agrees with us—rather than your large man that has the "commanding presence." If you lack in governing power do not lay it to a want of adipose, or bone, or muscle. The deficiency is in heart and brain.

WHAT "IN THE SUN" CAUSES THE HARD TIMES? CAN IT BE THE SUN SPOTS?

WE are accustomed to hear over-production, paper currency, excessive competition, and extravagant expenditure proposed as the causes of the present prostration of business. There is at least novelty, and it may appear that there is science, in the idea that the financial depression is closely connected with the presence of spots on the sun. In the issue of Nature for Nov. 14, there is an interesting communication on the subject by that eminent economist, Prof. Stanley Jevons. It is well known that the spots on the disk of the sun increase in number for a space of five years, and then decrease during a like space of time. This makes the sun-spot period, as it is called, to be 10.45 years, according to the latest estimates. In tracing commercial history back to the beginning of the last century, Prof. Jevons finds—although the same fact on a smaller scale had been discovered and mentioned by others—that there have been distinctly traceable to this cause. It is your true man.

Sir William Herschel, at the beginning of the century, in his inquiries into the economic effects of the sun-spots, tried to find some periodic variation in the price of grain. But no connection of this kind has yet been established; and Prof. Jevons thinks that the grain crops, as grown and gathered in Europe, depend for their success upon the climate in the preceding spring, which is well known that the sun-spot period, as it is called, to be 10.45 years, according to the latest estimates. In tracing commercial history back to the beginning of the last century, Prof. Jevons finds—although the same fact on a smaller scale had been discovered and mentioned by others—that there have been distinctly traceable to this cause. It is your true man.
and India, and these famines are confidently attributed to disturbance in solar radiation; but to an increase rather than a demand of the normal amount of heat. Thus it is made very probable that among the causes which produce "hard times" must be named a periodic variation in the character or power of the sun's rays, of which variation the sun-spots may be a mere sign; at all events, it suggests the thought, May it not be as important for economic purposes to make close and regular observations on the heating power of the sun, as it is for commercial interests to foretell the approach of storms and atmospheric changes? The surprising and valuable achievements of the weather Bureau make it proper to ask of it another service, viz.: to tell us whether our little earth really receives its regular and proper amount of heat year by year, and whether the variation, if there is one, can be foretold in such a manner as to make it possible to provide against the consequences. Prof. Jevons happily says: "An empire in which the sun never sets, and whose commerce pervades every port and creek of the sunny south, cannot wisely neglect to keep watch on the great fountain of energy."

We congratulate our brother editor, Mr. W. J. Shoup, of the Iowa Normal, upon his election as president of the Teachers' Association of his state. It is an honor worthily conferred. We predict that the teachers of the stirring state of Iowa will find that they have put their next year's structure into the hands of a good architect.

REVIEWS.


This book forms the first of Davies and Peck's united Short Course in Mathematics, consisting of four books. It is also the Introductory Volume of the Two Book Course of Davies and Peck, designed chiefly for beginners. The first twenty-one pages are devoted to the "Formation of Numbers," including a few exercises. Notation and Numeration occupy eleven pages, in which Test Questions occur frequently. The Order of Units is clearly developed and illustrated. The exercises of the "Fundamental Rules" are numerous and original. Here, as throughout the book, the principles of the science are arrived at by an inductive process of reasoning; the rules and methods are stated after a series of practical exercises and illustrations. We are glad to see the division of "Properties of Numbers" restricted to a moderate limit of space, and much of the useless stuff found in other arithmetics entirely omitted. Division of a whole number by fractions is briefly and simply presented as follows: 1. How many halves in 1 apple? 2. How many fourths in one apple? 3. How many fifths in one apple? (These questions are illustrated by pictures.) 4. How many \( \frac{1}{2} \) bushels of wheat can we empty into a box which will hold 2 bushels? Since we can empty 1 bushel 2 times, we can empty \( \frac{1}{2} \) bushel twice two times or 4 times. \( 2 + \frac{1}{2} = 2 \times 4 = 4 \).

Then follows the Rule. But the division of one fraction by another is neither illustrated nor explained, though both "illustration" and "explanation" purport to be given. The Metric System is presented quite fully for a book of this grade. Only a few pages are devoted to "Business Operations," and beyond these there is only Compound Numbers and Percentage. It is an elementary arithmetic, and as such it is prepared with good judgment and will very generally give satisfaction to teachers and pupils.


Warren's Series of Geographies has been thoroughly revised within the last year or two, in order to include the latest changes and discoveries. We notice particularly the new map of Europe, showing the recent changes in geographical boundaries.

Probably there is no other text-book on Geography, designed for general use in graded and high schools, which presents physical geography so prominently as the basis of political geography. The work opens with a succinct treatment of Mathematical Geography, after which follows Physical Geography, and then Political Geography, these three subjects comprising the first eighteen pages. The basis is thus laid for a comprehensive and intelligent study of Descriptive Geography. In the succeeding pages the author has attempted, and as far as we can see has succeeded, in so arranging the text as to conform to the general plan and order of the topics preceding. In the first part certain general principles were established as the basis of geographical study; for instance, the study of land precedes that of water, then follows the study of climate, which is largely determined by the proportion and relations of land and water, then the character of vegetation and animals, as dependent upon climate, and lastly man, who is influenced by all the phenomena of nature,—his politics, religion, and industry. And now in the second part the description of a country consists of a presentation of its surface features, its climate, vegetation, and inhabitants, and thus a unity of plan prevails throughout, which aids the memory and prevents confusion in the pupil's mind. The questions on the maps are supplemented by numerous questions which will lead the pupil on inductively, and awaken thought and study which might not be suggested at all by the text. In this respect the geography seems to be progressive, the questions becoming more and more comprehensive as we advance through the book.

The book contains a Commercial Map of the World, with a page of text. At the close of the volume is an excellent treatise on Map Drawing, prepared by E. A. and A. C. Apgar. There are also a full Pronouncing Vocabulary, Geographical and Statistical Tables, and a supplement (in the volume before us) containing a magnificent map of the State of Illinois, which covers two of the large quarto pages. The volume is bound with more than the usual strength, the typography is clear, and the illustrations are abundant and well executed, especially those illustrating the geography of Illinois.

Nature, a weekly illustrated Journal of Science, is one of the most valuable scientific journals in existence. It is published by Macmillan & Co., London and New York, and contains everything that is new and valuable in scientific theory and discovery. The Weekly takes great pleasure in confessing obligation to it, and in recommending it as a most valuable aid to every teacher of science.

The Educational Weekly, published at Chicago, is one of the best papers of its kind. It is just such a journal as all live teachers need and we advise them to subscribe for it.—Carver Free Press, Minn.

The Educational Weekly is the best weekly publication that the writer has any knowledge of for the practical teacher who desires to keep up with the times, and get acquainted with the views and writings of many others of his profession.—Supt. D. B. Vansydt, Crawford Co., Kan.

I am taking other educational journals, but I must have yours, if I don't have quite as much to eat.—Prin. C. L. Buckmaster, Ashland, Me.
SCHOOL GOVERNMENT.

The first quality claiming recognition is that of a well proportioned and rightly-balanced will-power. There can be no substantial, self-asserting, and self-sustaining individuality without this; and without individuality—pointed, bold, aggressive individuality there can be no commanding power. All the great leaders of the ages, from Moses down to the latest heroic actor in the drama of life, have been distinguished for this quality, and you may be assured that every school governor—master or mistress—has it, and has it in generous measure. Your always amiable people, who have no storm elements in their nature, who smile and smile forever, and can do neither less nor more, are exceedingly lovable; but it is nonsense to expect from them a bugle blast that shall wake a slumbering conscience to the demands of duty. It is not their mission.

Next to will-power, or, rather, side by side with it, is the quality of heart-power. Were school government simple tyranny, this element might and should be omitted from the list, but it is not. More emphatically, perhaps, than any other form of government except that of the family, it is wholly and forever removed from everything which may be thus characterized. It is for the good, the best attainable advancement of its subjects, both individually and collectively, and must necessarily make its appeal to the whole character. Hence there must be largeness of heart in the governor, or the will-power will lack in ballast, the whole machinery of government be thrown into disorder, and unsatisfactory results everywhere follow.

Proper reference, also, should be made to the matter of personal address. Everywhere a commanding presence is recognized as vitalized power. To a leader and commander of the people it is almost if not quite an indispensable quality. "Pigmies perched on Alps are pigmies still." Here and there, but at wonderful distance apart, there may be those of "base presence" who achieve greatness as leaders and governors, but the number is small, and the hope of finding position with them must ever burn low and dimly in the human heart.

Simple nature, however, cannot answer the full demand in the matter of personal address. Art has a place here. The polish of manners and dress may not make the man, but their absence goes far toward making the clown. While, therefore, the teacher should not cultivate extravagant habits, either in dress or "style," he should cultivate a taste for neatness and propriety. It will be found to be not only becoming but helpful.

Lastly, attention may be called to the ripeness of character required of the teacher. The authority, wherever exercised, that lacks in the elements which command respect, is powerless for good. Dreaded it may be, and despised; but it will not be obeyed, virtuously. Human nature makes this an impossibility.

Teachers, therefore, cannot be too earnest or persistent in their endeavors to build up in themselves, not only an unexceptionable character, but advancing from the negative to the positive, a character which is ripe with every virtue. Then, and then only, their example will be what is required of them; and then, too, will the burden of government rest lightly upon their shoulders, order will prevail, and a satisfactory advancement be secured.

To the inexperienced teacher, a further remark, by way of advice, may be helpful. It is this: Govern your school. Listen to no suggestions that point to ways whereby this important work may be shirked over or avoided. If you have disorderly or bad pupils, accept the unpleasant truth as a challenge to do your utmost to save them from the dangers which not only imperil their present interests, but cast fearful shadows over their future welfare.

MANKATO.

EDITORIAL CORRESPONDENCE.

MICHIGAN STATE TEACHERS' ASSOCIATION.

The Twenty Eighth Annual Meeting of the Michigan State Teachers' Association was a very pleasant one, and in the estimation of those able to judge, quite as profitable as any meeting that has been held. Between four and five hundred teachers were present, a surprising number, considering the cold weather, although not near so many paid the membership fee. As a consequence, a discreditable deficit in the treasury is left to be made good from the pockets of the officers of the association, as we judge from the usual history of such cases. The weekly is sorry that its sermon of last week did not have a better effect. For the good of the profession, as well as of the individual, we hope that Nemesis as a sharply pricking conscience will follow throughout the year every teacher in the land who went, saw, and returned from his state association without contributing his or her (oh, for that pronoun!) share to the support of these professional gatherings. May these delinquents reform and do better next year.

A very agreeable and encouraging feature of the Lansing meeting was the large audiences that attended the two evening lectures; and the feeling of disappointment that followed each of them is to be regretted.

The program as published in the Weekly two weeks ago was carried out strictly, a feat that could not have been accomplished with a president of less promptness and system than Prof. Olney. The great subject of the schedule was the Ungraded Schools, and to these the last day was entirely devoted. It proved to be an absorbing subject to all, and a spirited discussion held the large audience all day long. It was hardly possible for a stranger to judge from the discussion what the great defects are in the rural schools of Michigan. The "worthy and untiring rural teachers" were complimented and exonerated from all responsibility for the present situation; but the rural schools were the subject of unmeasured lamentation and regret; two things that certainly are inconsistent. As the teacher so is the school. Magnify system and methods as you will; after all, the teacher is the school. The Weekly cannot resist the conviction that either the teachers of the ungraded schools of Michigan are much less efficient and worthy of commendation than her leading educators seem to think, or that these same schools are in a much better condition than these same gentlemen believe. To condemn the schools but acquit the teachers is a verdict that cannot stand.

No doubt the school system of the peninsula, state needs remodeling in some respects; but in what way we do not pretend to judge. However, if poor schools are the evil for which a remedy is sought, it will hardly be found until there is courage enough to tell the people, and demonstration enough to convince them, that their country teachers are inefficient, that the standard of qualification and admission as a teacher must be raised, and that they must consent to pay higher wages, which is not only right, but absolutely necessary, in order that superior ability may be led to step behind the teacher's desk. It would seem that something good must come of a movement which not only springs from an earnest desire to improve the condition of the schools; but in which state pride is also deeply touched. We
confess it was a great surprise to us to hear Michigan men universally, both in private conversation and in public addresses, deprecating the condition of their own rural schools in comparison with those of Indiana. We venture that many others would share our surprise. It is hardly possible to hope anything better for both states than that the ungraded schools of Indiana are really worthy of the praise that is freely accorded to them across the line, and that the schools of Michigan may soon equal them.

The Spelling Reform had strong supporters and much sympathy at Lansing. From the character of the opposition, there is good ground to expect that further investigation and reflection will transform it into hearty endorsement. It is safe to leave intelligence and sincerity to follow their own lead in this matter. Their center of gravity, if not their whole mass, will finally be found upon the side of reform.

At the instance of Mr. C. A. Gower, the courteous Superintendent of Public Instruction, the teachers visited the new State House, into which the state departments have ust moved. It is an admirable structure in itself; but most admirable in that it has been built and paid for without a dollar of indebtedness in the shape of bonds, or in any other way, having been incurred by the state. The elegance of its official quarters only makes more noticeable the miserable pitance—$1,000—which is paid by the progressive and cultured state of Michigan as the salary of her State Superintendent of Public Instruction. It is a mystery how she secures the services of such worthy men in the office.

The WEEKLY is deeply sensible of the kind spirit that was manifested toward it, and very thankful for the resolution of endorsement so heartily passed by the association; of which it deprecating the condition of their own rural schools in the office.

The elections of Prof. E. A. Strong, Principal of the High School of Grand Rapids, as president, gave universal satisfaction.

In Illinois State Teachers’ Association.

A full report of the annual meeting, at Springfield, will appear very soon. In the meantime a few notes will not be amiss. The meeting was not large; probably not more than half the usual number were in attendance. Several of the old "wheel horses" were conspicuously absent.

The railroad, with a few exceptions, declined to make any reductions in rate; the meeting began the day after Christmas, thus obliging many to leave home Christmas morning; the session was short—only two days, and the weather was very cold. All these causes, combined with the average number of unexpected interferences, rendered the meeting a partial failure, as far as numbers were concerned.

Hannan, Howland, Dr. Willard, Loomis, Parker, and Freeman, were down from Chicago; S. H. White of Peoria was on hand as usual; H. L. Boltwood came in Thursday night after a thirty-hour trip from Ottawa. E. A. Gastman’s massive figure put in its customary appearance. Supt. Slade, Pres. Hewett, Alf. Harvey, Wilkinson, Jno. Hull, Pike, Brown, Miss Raymond, Higgins, A. M. Brooks, Smith of McLean, Burrill, Smith of Ottawa, Williams, Haight, John X. Wilson, Dougherty of Peoria, C. E. Mann, Seymour, and a score or so more of the old-timers were on hand. But where were Powell, Clark, Andrews, Walker, McClung, J. H. Freeman, Smith of Dixon, Hedges, the Snows, Blodgett, Everett, Leslie Lewis, Will Jenkins?

The only way to secure a large attendance is to "keep it before the people" long enough to have it generally known. The failures were not numerous, the exercises of the programme being given, with a couple of exceptions. Mr. Doty, of Chicago, did not put in an appearance, and Prof. Stetsen, of the Northern Illinois Normal School, though present, declined to appear. The omissions were not serious, however, as the time of these exercises was fully occupied by other matters.

Mr. Alfred Harvey, Superintendent of the Schools of Paris, Ill., was elected as President of the Association for the coming year. Mr. Harvey is a man in middle life, of long experience as a teacher, having worked his way up to his present position from a common country school, and of energy and ability that justify the cordial compliment paid to him by his fellow teachers.
The Educational Weekly.

COLLEGIATE ASSOCIATION OF INDIANA.

The Collegiate Association of Indiana held its first annual meeting at Indianapolis, Dec. 26 and 27, 1878. The following colleges compose the association: Butler University, State University, Wabash College, Asbury University, Earlham College, Purdue University, Franklin College, Bedford College, Hanover College, Moorhead College, and the State Normal University.

Dr. J. F. Tuttle, of Wabash College, presided and delivered the inaugural address, the burden of which was: "Hindrances to Collegiate Education in the West." Of the various hindrances enumerated by the doctor, he considers the high school as the worst, and yet he says he does not wish what has been said to be considered an attack upon the high school. He thinks it needs to "shorten and intensify" its curriculum, and diminish both its cost and its pretension. It is easy to see how the high school may diminish the patronage of collegiate institutions, particularly of their preparatory departments, upon which many of them rely for tuition receipts, and for numbers to fill up catalogues, but the idea that high schools as at present conducted are hindrances to higher education is a proposition not so easily grasped, although strongly urged by the doctor.

Among the charges made against high schools is that they absorb resources that ought to be expended upon the primary schools; that they are working in harmony with the general drift of public sentiment in favor of a "practical education," and that as a result they discourage classical learning and send very few to the colleges, whose patronage comes largely from the smaller owns and the country. But the most surprising statement of all is that the influence of the high school is adverse to the interests of the primary schools, by shutting out of view the college course beyond, and thus lowering the popular conception of true higher education, so that the primary departments lose many boys who ought to reach the high school, while of the few who enter not a single pass through.

Dr. Tuttle's views were strongly controverted by President E. E. White, of Purdue University, who declared that while doubtless many high schools, like some colleges, were trying to teach too much, they were in the main aiming at the right mark. They are designed to meet the demands of the middle classes of society. Their value is not as preparatory schools for colleges, but as a sort of higher education for the masses. If, according to Dr. Tuttle, it were better to add the money used in the high schools to the benefit of the primary, perhaps it might be better to turn over the college endowments to the same beneficent purpose. President White said that he was especially desirous that the Collegiate Association should not appear antagonistic to the high schools.

The meetings of the second day considered a variety of practical topics. The most important paper read was, perhaps, that of President Heckman, on "The American System of Higher Education." His plan is comprehensive, and proposes a series of schools, called, 1st, Preparatory, or Classical; 2d, Intermediate, or Collegiate, and 3d, the University, the University to be one and central, and the others to be distributed throughout the state, which plan, he says, would rathet not be adjudged, a sower of tares in the educational field of Wisconsin, where Robert Graham is the Institute Manager and lord of the domain. For my own part I would rather be run through a threshing machine and have done with it than be caught thus among the institutes of that state.

Six of the former Presidents of the association were there, including Prof. Parker of the State University, whose tongue is silverly and whose pen is a Damascus blade; Prof. Buck of Iowa College, whose earnest, hard labors and much kindness of heart have compelled the esteem of all who know him; Prof. Fellowship, of long and tried service in the educational work; almost all sections of educational institutes were represented.

The address of Pres. Sabin was one of the best we ever heard, and his words on "Moral Training" were sharp, ringing, and loudly applauded. If all the pupils of the state could be trained under men imbued with the spirit of the ideas advanced by him we might expect that "Our sons would be like plants grown up in their youth, and our daughters be like corner stones polished after the similitude of a palace."

We noticed that the educational journals were smilingly represented by your own Winchell for the Weekly; Editor Shoup of the Normal Monthly; and Medes of the Central Journal. Of course the book agents were there in numbers and variety; all willing to do business and happy to entertain all new teachers. The county superintendents held a session, at which the general State Superintendent von Cellin counselled with them to direct their energy to a definite aim. They will hold a series of meetings during the spring to unify the work for the summer normals. These normals have instructed over ten thousand teachers during the past year, and are increasing in favor and worth. They usually hold a session of from three to six weeks during the summer months. Supt. Parker, of Buchanan county, held a second session of three weeks during the fall, and instructed over thirty teachers who could not attend during the first session.

The prospects in Iowa for higher education were never better. The higher institutions, of worth, are crowded, and the time is near when they must enlarge and new ones spring up.

These Hawkeyes seem born with wisdom teeth well rooted, and the growth is constant. Standing among the foremost states in grains and stock, these educational workers seem determined that the state shall not be behind in men of well-trained minds and with characters so shining that no congressional investigating committee shall be able to gaze upon it.

A most pleasant and enjoyable occasion was the banquet given by the teachers of Marshalltown and the county to the Association. The supper was excellent; the speeches, from representative men of all the various kinds of educational institutions, happy, and the good feeling immense. Great praise is due to City Supt. Rogers, of Marshalltown, for the excellent local arrangements, and the executive committee and President Sabin are to be congratulated on the success of their arduous labors.

Your correspondent did not remain to hear the closing speech by ex United States Senator Wright; but as his voice has been heard all over Iowa for twenty-five or thirty years, and never uttered words without ideas, those who heard him must have felt that the good wine did not fall at the end of the feast.

The Association chose W. J. Shoup as its next president. By his energy and ability he has fairly earned the honor, and we have no doubt he will acquit himself creditably.

The specific reports and list of officers will be sent as soon as obtained.

JAMES.

IOWA, Dec. 28, 1878.

I am pleased with the firm, outspoken spirit of the Weekly. The teachers of the great state of Illinois, which stands in the front rank in educational interest, should feel proud that they have a paper in the West that represents western ideas, and that they do not have to go east to obtain them—F. W. Crouch, Supt. Macoupin Co., Ill.

The more I read the Weekly, the better I like it, it ought to be in the hands of every teacher in Minnesota.—Prin. D. C. John, State Normal School, Mankato, Minn.
Morning Song.

Geo. Howard.

O. Blackman.

All'agretto.

1. Good morning, good morning, how pleasant to greet Each other as
2. Good morning, good morning, how welcome the light That puts all the
3. Good morning, good morning, all hail the glad day That leads to loved

4. But that the dread of something after death puzzles the will, and makes
us rather bear the ills we have than fly to others that we know not of.
5. State your method of developing the idea of a noun or a verb.
6. State the origin of "of" in such words as man's.
7. What are the only verb inflections of person and number?
8. The storm having ceased, we departed. Parae "storm."
9. When should other be used after the comparative degree?
10. Give the value of 127.6 tons of iron at 3.4 cents per lb.
11. State the difference between a limited and an absolute government; a hereditary and elective government?
12. Where is Cyprus? To what nation does it belong? What are the advantages secured by its possession?
13. Describe the principal river slopes of the United States.
14. Describe and account for the different sea breezes.
15. If the earth's axis were parallel with the plane of its orbit, what changes would be made in the climate, and where would the tropics be found?
16. Where and what are Batavia. Mauma, Aspinwall, Natal, Melbourne, Etna, Aspinwall, Natal, Hawaii?
17. Where and what are the three great coal regions of the United States?
18. Name five wheat-producing regions.
19. Compare the size of California with that of France.
20. Name the leading Indian tribes.
22. The educational Weekly.

EXAMINATION QUESTIONS.

Questions used at the examination for teachers' certificates in San Francisco Nov. 26, 27, 28, 1789.

ORTHOGRAHY.

1. Correct the following words which are spelled by sound: Sisme, Varishun, Imporants, Silahl, Amis, Espre, Atendant, Nolej, Caises, Becuma.
2. Puncheate and italicise the emphatic words in the following: If we write f in fancy why not in phantom if we can endure f in frenzy and frantic why not in phrenology?
3. Place the proper direction marks over the following words: Mama, merino, forge, rise, height.

GRAMMAR.

1. Conjugate the verb Rule in the indicative mood, future tense. 1st—When it denotes the future time simply. 2d—When it denotes determination.
2. He gave as much as he could afford. "as" following "much" and analyze the sentence.
3. Correct the following and give the reasons: (1) I think I will return tomorrow; (2) I meant to have written you last week; (3) Every one of you have been studying lessons.
4. Tell me with whom you associate and I will tell you what you are. Analyze and parse "what."
5. State your method of teaching the art of composition in connection with the study of grammar.

6. "But that the dread of something after death puzzles the will, and makes us rather bear the ills we have than fly to others that we know not of."
7. State the difference between a limited and an absolute government; a hereditary and elective government?
8. Where is Cyprus? To what nation does it belong? What are the advantages secured by its possession?
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12. Where and what are Batavia, Mauma Sea, Otranto, Tamalpais, Negropont, Gathland, Melbourne, Etna, Aspinwall, Natal, Hawaii?
13. Where are the three great coal regions of the United States?
14. Name five wheat-producing regions.
15. Compare the size of California with that of France.

HISTORY OF THE UNITED STATES (FIFTY CREDITS).

16. How did England, Holland, and Spain lose possession of what is now United States Territory?
17. When and how did the United States Government acquire California, Florida, and Alaska?
18. What is (meant) by civil service?
19. Who invented the lightning rod? The cotton gin? The telephone?
20. What European nations assisted England in the Revolutionary War? What the United States?
21. Name the Presidents in order of succession.
22. Name the English sovereigns at the time of the Revolutionary war. The war of 1812.
23. Name the leading Indian tribes or nations at the time of the Revolution.
24. Name the discoverer of the Mississippi. The Hudson. The Columbia river.
25. State your opinion of the relative importance of events in the administrations of Washington and Jefferson. (Each five credits of the above.)

THEORY AND PRACTICE.

16. How are effective teaching and good government related? On what is the science of education founded?
17. How would you deal with the following cases: 1st. Indifference to study. 2d. Truncy. 3d. Neglect of home work?
18. "Cramming is a species of intellectual feeding, neither preceded by appetite nor followed by digestion." Discuss this in connection with the teacher's daily work.
19. Mr. Herbert Spencer says, "The teaching which gives the most valu-
ble knowledge is the same as that which best disciplines the faculties of the mind."

5th. Give an example of inductive reasoning, also of deductive reasoning.

DEFINING AND WORD-ANALYSIS.

[Ten credits each.]

1st. Form adjectives suffixed, ale, ble, ese, ian, ous.
2d. Form verbs with le, er, en, fy, ize.
3d. Form nouns with suffixes te,ism, ile, ier, our.
4th. Form adverbs with suffixes, ve, there, ting.
5th. Analyze and define apathy, epoch, prologue, survey.

ANNOUNCEMENT.

The Department of Superintendence of the National Teachers' Association will hold a special meeting in the city of Washington, D. C., during the first week in February. The meetings of this body in Washington during the sessions of Congress have always been productive of the very best results. The forthcoming meeting is expected to be larger and more influential than any of its predecessors. The leading educators of the country will attend it from the North, South, East, and West. Papers are expected from Gen. Eaton, United States Commissioner of Education; Dr. Sears, of the Peabody Fund; Judge Strong, of the Supreme Court; Dr. Eliot, Superintendent of the Boston Schools; Dr. Philibrick, United States Educational Commissioner at the Paris Exposition; Mr. Appar, Superintendent of schools in New Jersey; Mr. Doty, Superintendent of Schools of Chicago; Mr. Orr, Superintendent of Schools in Georgia; Dr. Rufus, Superintendent of Schools in Virginia; Prof. Walter Smith, of Massachusetts, and others. The discussions will cover the live national educational issues now before the country. The proceedings will be so arranged as to bear directly upon the questions of strengthening the National Bureau of Education; the distribution of proceeds of the public lands for educational purposes; and questions now pending in Congress. Programmes giving in detail the arrangements for the meeting, and stating specifically the order of the exercises, will be published in circular form at an early day.

CORRESPONDENCE.

WHAT IS THE WEEKLY FOR?

To the Editors of the Weekly:

I am surprised to learn that you refuse to answer questions pertaining to grammar. What if teachers do differ in opinion? That is a privilege that we all have. What IS THE EDUCATIONAL WEEKLY for if it does not receive and answer questions? As far as I am concerned I would rather have more grammatical questions discussed and a less number of mathematical puzzles. The majority of our teachers and pupils neglect the grammar and all run to mathematics. Let us have more grammar discussions through the WEEKLY. The discussion of the Infiniter in the last two numbers has given me more comfort than anything else in the WEEKLY. It is safe to say that nine teachers out of every ten in Illinois are unable to rightly dispose of the infinitives, participles, and the compound relative pronouns. Permit me to give a few sentences. Will some teacher dispose of the italicized words. He was unwilling to be called a girk. The act is well worth considering. I have no confidence whatever in him. Can the words tardiness and absence be pluralized? We have agreed to abide by the decision of the WEEKLY.

J. A. M.

CHENOA, ILL., Dec. 9, 1878.

[That is so. One of the purposes of the WEEKLY is to receive and answer questions; or have them answered. We never have refused to insert all questions in regard to grammar. We simply said that many of them involve hair-splitting, and prolix discussion; and of these we mean to beware. While one reader might be pleased by finding in this column what he could find in any good grammar, we believe that ten would be displeased. Result of that can be reached by demonstration, if they are useful, we are glad to publish. But mere opinions that have no particular weight, and which can be easily combated, we confess we are afraid of. It is hard to draw the line. We were the first to break over our own rule in regard to "Student's" question some weeks ago, as we hope he discovered. We are aiming to make the paper useful and practical, and shall be glad to admit these "text-book" questions freely, if we can be convinced that such a course would be agreeable to our subscribers. But from them we have as yet had no expression but the above. We invite a declaration of their own views and wishes on this matter: Whether the WEEKLY shall give space to questions and answers which an industrious and intelligent person can find easily in ordinary text-books. May we know what our patrons think? We confess we were a little hasty in our first de-

SOLUTIONS.

To the Editors of the Weekly:

If 100 animals are purchased for $100, the average price per head is $1.

By buying cows, worth $10, for $90 is gained on every cow bought. By buying sheep, worth $0.50 each, for $1, $0.50 is lost on every sheep, and to lose $0, the gain on one cow, 1 sheep must be purchased. In like manner, to balance the gain on one hog, 4 sheep must be purchased.

To fulfill the conditions of the problem these ratios must be combined so that their sum will equal 100. By inspection, we find that by multiplying the first by 5, and adding the product to the second, the sum equals 100.

OPERATION:

\[ \begin{align*}
10 & \quad 9 \\
5 & \quad 5 \\
5 & \quad 18 \\
4 & \quad 90 \\
4 & \quad 94 \\
\hline
100 & \\
\end{align*} \]

M. M.

GLENGILLY, W. VA.

[Several similar solutions have reached us, and one or two by algebra. We insert one of the latter, as it will answer some questions asked by correspondents in regard to the origin of certain equations used in a solution published some time ago.—Ed.]

To the Editors of the Weekly:

The problem on page 269 concerning purchase of cattle, etc., may be solved thus:

Let \( x \) be the number of cattle, \( y \) the number of hogs, then

\[ 100 - x - y = \text{the number of sheep}. \]

There were a hundred purchased.

\[ \frac{1}{4} \cdot \frac{1}{100} - x - y = 100. \]

He pays 100 dollars, so

\[ 100 \cdot \frac{1}{4} \cdot \frac{1}{100} - x - y = 100. \]

Pay this second equation by 2.

\[ 20 \cdot \frac{1}{4} \cdot 100 - x - y = 200. \]

Subtract the first equation from this:

\[ 100 \cdot \frac{1}{4} \cdot \frac{1}{100} - x - y = 50. \]

We must suppose the farmer treated the hogs properly, so they must have been whole ones. Then since \( 50 \) as well as \( 100 \) is divisible by 5 without a remainder, \( 100 \) must be divisible by 5 without a remainder.

There could not have been as many as six cattle, for six times 10 is over a hundred; there could not have been less than one; \( 10 \cdot x \), the number of cattle, is one of the numbers, 1, 2, 3, 4, 5. It cannot be 1, 2, 3, 4, or 5, multiplied by any one of these will give a product not divisible by five without a remainder. Therefore it must be 5. \( 5 \cdot x = 95. \) Five times the number of hogs is the 5 required to make 100. So there were 5 cattle, 1 hog, and 94 sheep.

C. C.


A CORRECTION.

To the Editors of the Weekly:

I noticed that in your paper Iowa College is credited with twice representing the state at the inter-state contest and being about to do so again next May. It is a blunder.

T. W. Grayden (State University) was the first representative. Evelyn M. Chapman (Simpson Centenary) the 2nd, S. F. Prouty, (Central University) the 3rd, James C. Eberhart, (Cornell College) the 4th, and B. C. Cory (of Cornell College also), is the fifth.

It is a small matter but merit correction as the squib was much copied.

ALBION N. FELLOWS.

 Preston Inter State O. A.
1. A teacher cannot detain a scholar after school hours, against the wish of the parents.

2. Territory attached under the provisions of sec. 1797, S. L. 1876, by the action of the boards and the county superintendent, can be detached now only by the provisions of sec. 1798, provided both corporations remain the same as they were when the territory was attached. See Iowa Reports, XLV., 53.

3. If authority is given to a committee of the board to make purchases, with the instruction that an order for payment can be drawn, the requirements of sec. 1793 and S. L. 1876, are fulfilled. The signature of the president protects the board against injury through an unauthorized expenditure by the member who acts as committee.

4. In an organized sub-district, even though there are not fifteen persons of school age, a school must be held, unless the board are excused by the county superintendent. If the board refuse to make the necessary provision for such school, they can be compelled to act, by a writ of mandamus from a court of law, as provided for by sec. 3373, Code of 1873. The board may discontinue a sub-district by a readjustment of boundaries, such change taking effect in March following.

5. The board may pass a resolution that teachers shall receive their pay monthly, upon the certificate of the sub-director, or of a committee of the board, that the required time has been taught.

6. A number of conventions of two or three days each, in all a couple of weeks, cannot be considered an institute, and the county cannot receive the state appropriation of fifty dollars, intended to support an institute.


DES MOINES, Dec. 20, 1878.

QUESTIONS AND ANSWERS.

To the Editors of the Weekly:

The following problem contains an interesting principle suggested by the beautiful triangular ball problem recently published in your valuable periodical:

THE TRIANGULAR GLOBE PROBLEM.

Four globes each of the same size are placed in a box three feet long and two feet high. Two of the spheres rest against, and exactly reach across, one end of the box. The third rests against the middle of the opposite end of the box. The fourth, when resting on the other three, just reaches the top of the box.

Required the diameter of the globes.

D. H. DAVISON.

MINONK, ILL., Dec. 20.

THE EDUCATIONAL WEEKLY INSPIRED BY THE DARK AGES.

To the Editors of the Weekly:

I am glad the Weekly is weekly. I like it. I like it for speaking in favor of spelling reform, but would like it better if it would act in favor of it so far as to spell correctly the eleven words for which it gives so good authority. Why are not teachers willing to spell sensibly?

That I differ from you does not by any means prove you wrong; but I am very sorry that a paper so modern in other regards, should look back to the dark ages for light on two subjects of so great importance as coeducation and capital punishment. I was, for three years, in a large normal school, and as student and teacher, watched the workings of a large school for both sexes associating under no restrictions except those of society. In all that time I knew of not one "dark" or "nearly" by students of one or both sexes, or any conduct by boy or girl, of which they would be ashamed if known to parents and friends.

I have been single and am now married; and I would give about as much for the opinion of your Eastern College President against coeducation, opposed to that of your Wisconsin University Professor in its favor, as I would for the opinions of all the old bachelors in creation, against married life, opposed to my own experience.

I have no time to write now of capital punishment, but unless some one this week answers your defense of the other of these twin relics of barbarism, I shall ask for some of your space next week.

C. W. McCONNELL.

DETROIT, MINN., Dec. 15, 1878.

[We shall be glad to hear from our correspondent on Capital Punishment. But we hope he will discriminate more closely between what we have said and what we have not said than he does above. We are not aware that we have opposed coeducation of the sexes. The question we broached was, "Is it wise for girls to go to college?" This does not necessarily involve the coeducation question.—En6.]

"THEY BOUGHT IT TO SELL AGAIN."

To the Editors of the Weekly:

If it is the use of a word in a sentence that determines its construction, then H. L. B. is wrong in disposing of "to sell" in the above sentence as the indirect object of "bought." "To sell" tells why the purchase was made. Now what part of speech is it whose particular office it is to modify verbs by telling why, when, how, or where an act is performed? It is the adverb. Then "to sell" has the construction of an adverb and modifies "bought," telling why the purchase was made.

The office which an infinitive performs, or the relation which it sustains to other words in a sentence, is what we mean by its construction. Thus an infinitive used as the subject of a finite verb has the construction of a noun in the nominative case; one used to complete the meaning of a transitive verb in the active voice has the construction of a noun in the objective case.

A verb in the infinitive may suggest six different constructions, namely: four in the nominative case; six in the objective; two in the absolute; two as an adjective, and three as an adverb.

Will some one give examples of these constructions?

A. A. CROSSLER.

MINONK, ILL., Dec. 20.

THE WOMAN'S COMPASS.

TARPLEY STARR, Virginia.

By the twilight fire alone I'm sitting,
Musing away and knitting, knitting.

The tick of the clock, the tick of the clock,
Is all that I hear as I knit, and rock.

I weave no thread of the golden sort
Spun from the poet's. feeling thought,—
The threads of that wild electric wire,
That spring to the clouds and flash back fire.

But yet 'tis a thread that the Fates have spun
For woman's life to turn here upon;
And these are the bands with which 'tis bound.

'Tis the thread that ties her to human care,
That weaves the web for the wear and tear,
For the busy feet that go their way
On the dusty paths of Life's every-day.

When her restless, proud, and panting soul
Would spurn the fetters of meek control,
And fly away on forbidden track,
Here is the Needle to hold her back.

UNSATISFIED.

ANNIE E. JOHNSON.

My boyhood's earliest dream was this—
To tread this foreign strand,
And rove at will, by the haunted streams
Of the gorgeous Eastern land.

The golden sunshine brightly lies
On temple, arch, and dome;
But I miss the blue of the glowing skies
That bend above my home.

I stand beneath the fan-like wings
Of the broad and waving palm;
I listen while the bul-bul sings
A melodious Appalachian song.

But I weary of this fairy scene;
And my homesick heart has pined
To greet again the boundless main
And the free and rushing wind.

I tread with a free and careless foot
By the sacred Ganges wide;
Forever bright are the flowery shores
Where its dancing waters glide.

But oh, more fair is the mossy bank,
And bluer is the tide
Where its dancing waters glide.

B. J. L. B.

To the Weekly:

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Spun from the poet's feeling thought.—
The threads of that wild electric wire,
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B. J. L. B.
Educational Intelligence.

Editors.

Maine.-Prof. J. Marshall Hawkes, Principal Jones School, Portland, Maine.

Colorado.—Hon. J. C. Staniford, State Sup't Public Instruction, Denver.

Illinois.—Rev. J. M. D'Arcrood, Principal Grammar School and No. 9, Davenport.


January 2, 1879

The Educational Weekly. 349

Sum of teachers, including those employed in the high school at Wauwatosa.

To the duties of his office.

The Governor.

ville, and Wauwatosa, contains 32 schools, and requires the services of 34 semesters are furnished by the more advanced pupils.

to his large business necessitates this act.

only four were reflected.

The editors of the Amherst College Ollie have been suspended indefatigably for lampooning the faculty.

Of ten members of the Boston School Board elected recently, only four were re-elected.

The Alpha Delta Phi will meet at Trinity, Hartford, next month.

At Orchard Lake.


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

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

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

Chicago, January 2, 1879.

The East.

Massachusetts.—The editors of the Amherst College Ollie have been suspended indefinitely for lampooning the faculty.

Of ten members of the Boston School Board elected recently, only four were reflected.

Pennsylvania.—President McCoo of Princeton College, in his address before the Princeton alumni at Pittsburgh lately said, that during the last ten years he had received in donations of various amounts for that institution the sum of $2,500,000 from unknown sources.

Wisconsin.—State Superintendent Whitford is again at his desk, attending to the duties of his office.

The superintendent district, composed of the towns of Milwaukee, Granger, and one or two schools, and requires the services of 34 teachers, including those employed in the high school at Wauwatosa.

The supply of dictionaries procured the last year for distribution from the office of the State Superintendent being exhausted, no more can be furnished to schools until the legislature makes provision for the purchase of more.

Racine College has 44 students in the college classes and 124 in the grammar school.

Regent Sherman, of the Normal School Board, has sent his resignation to the Governor. Attention to his large business necessitates this act.

A small but well-prepared sheet, called The Defend-Myself Press, is issued semi-monthly by the Institute for the Education of the Deaf and Dumb, at Delavan.

The work of type-setting and printing is performed by some pupils, with but few types and a hundred-dollar hand press. Interesting articles are furnished by the more advanced pupils.

Beloit College has 61 students in the college proper, and 110 in the preparatory department.

Rev. F. S. Jewell, for many years connected with the normal school at Albany, N. Y., is now in charge of a diocesan school at Fond du Lac.

Illinois.—The Northwestern College, at Naperville, is under the patronage of the Evangelical Association. The building is an elegant and commodious edifice of stone, containing, besides spacious recitation rooms, a large chapel, society halls, and dormitories. Rev. A. A. Smith, A. M., is president.

The attendance is large, comprising young men from all parts of the United States.

Aurora schools have seventeen hundred pupils enrolled.

The total amount of school tax in Ogle county for 1879 is $75,330.

The Flagg Station school house was recently robbed of about $40 books.

At Lombard University a reading room has been provided by the donations of students and teachers.

The library of the Yates City school numbers 150 volumes and the scholars are working hard to increase the number.

Michigan.—An item which did very serious injustice to the State Normal School of Michigan found its way innocently into this column last week. A wrong impression was grossly conveyed by the mistake of the statement, while the facts in the case are not such as warranted their publication as a news item.

State Superintendent Gower has appointed B. W. Huston, of Vassar; Rev. L. N. Ewold, of Port Huron; and W. S. George, of Lansing, as visitors to Albion College for the current year.

The next inter-collegiate contest is to come off at Adrian on the evening of Jan. 31. The exercises will consist of essays by ladies and orations by gentlemen; the award will be made for excellence in composition and delivery.

The next term of the Michigan Military Academy, at Orchard Lake, will begin January 6.

The first "educational convention" in Michigan was held at Detroit on the 3rd of January, 1838.

The Cincinnati city schools have enrolled 1,401 pupils, against 1,333 for the same period last year.

The State Teachers' Association was organized in 1852, and is therefore 26 years old. It was incorporated under an act of the legislature in 1856.

A nine volume set of the Cambridge and Dublin Mathematical Journal has been added to the University library. The books formerly were the property of William Whewell, late vice chancellor of the University of Cambridge, and the well-known author of many works on inductive science, and were purchased through Macmillan & Co. of London, at a cost of $75.

Superintendent of public instruction C. A. Gower has appointed as visitors to Kalamazoo college, Rev. J. Morgan Smith of Grand Rapids, E. L. Brown of Mount Holyoke, and George Willard of Battle Creek. As visitors to the Michigan Female Seminary, Mrs. John J. Bagley of Detroit, Mrs. J. B. Angell of Ann Arbor, and Miss Anna M. Clark of Grand Rapids.

The president in charge of the University of Michigan is to be given a valuable case of instruments.

Indiana.—Mrs. Sen. Bruce's sister teaches in Indianapolis. She says of Mrs. Bruce that no one would know from her features, language, or appearance, that she had a drop of African blood in her veins. She is both talented and accomplished.

Minnesota.—From the report of Superintendent Irwin Shepard, of the Winona schools, it appears that 12 per cent of all the pupils who enter the public schools of the city graduate from the high school; 25 per cent enter the high school, and 53 per cent remain in school until they enter the grammar grades.

Professor William F. Phelps has donated to the Winona Teachers' Library fifteen copies of reference and miscellaneous books.

Colorado.—Denver's new school house, to be known as the Thirteenth Street Primary, was occupied during the first week of last month. It is a one-story building containing two school rooms, in which there are now 120 pupils taken from the Stout Street School, "which," says the Denver Times, "still has more pupils than seats." As an index of the cost of building in Denver, the same paper says that "this building, well adapted to school purposes, cost only a little over $1,500."

Kansas.—Gov. Anthony has filled the vacancy in the Board of Regents occasioned by the resignation of L. L. Best, by the appointment of Mr. E. B. Parcell, of Manhattan.

West Virginia.—The total cost of education in West Virginia for the past year is estimated at $656,818.31. There has been a large increase of attendance and a corresponding reduction in expenses.

Georgia.—The school population of Georgia is 443,444. There are 3,580 schools, with an attendance of 173,196.

Mississippi.—The Teachers' Convention to have been held at Union Church, Jefferson county, on the 20th ult., was postponed until the second Saturday of January, 1879. Cause, heavy rain, and the few teachers in attendance on the day set for convening.

South Carolina.—There has been an increase of 439 schools in South Carolina during the past year. The school attendance is 116,299; of this number 63,121 are colored pupils. The increase in attendance since last year is 13,843. There are 2,091 white teachers and 1,026 colored ones, only forty-nine of the whole number being Northerners. Male teachers receive average monthly wages of $121.66, and female teachers the disproportionate amount of $38.70.

Miscellaneous Items.

The Comptroller of the Currency has received application from Harvard College and Columbia College for copies of his report for the use of their classes in political economy.

Changes of text-books will continue to be made, despite of all outcry against it, unless the opposition can prevent publishers from improving upon the old standards. Not less than fifty-six towns of Michigan and over 100 towns in Wisconsin, besides a large number of country schools, have adopted Harvard's new geography.
create in our profession, by our profession, and for our profession, a host of
innovations and growing en, so strong in their integrity, that they can pass through the fiercest flames,
and not even the smell of fire be found upon their garments.

RIGHT CONCEPTION OF EDUCATION.

But while our aim is to maintain the system in the face of all opposition
we cannot deny that many grave errors have crept into its administration.
The last skillful teaching cannot create, it can only develop. Ruskin says the principal charac-
teristic of Greek art is not beauty but design. So the result of real education
must be a product of the mind, not of the material world, which from consciousness of power.
Perfect manhood is a growth, not a creation. The education which ministers to that growth, like the silent
storm, is often the most potent means God ever placed in the hands of men. It is
from his own standpoint. We have
seen that as a free state necessarily imposes duties and
institutions, when Christian enterprise
was not the design of our wise and pious ancestors. They drew no
direction to the lives of the founders of the government, it is
the light of recent discussions, we ought to reo-

A little reflection must confirm and sustain this reckoning. The event of yesterday
Philosophy is the attempt to forecast the effect of the day
upon tomorrow. The events of yesterday, to-day, and to-morrow, make
up the grand total of human existence. If then God has hung our lives so
closely one upon another, that departing, one man may not posses the
work is finished, and another need not suffer because his is incomplete, we
ought to counsel fearlessly, prudently, and with due heed to that future which is
daily niggling into birth. In the wise economy of God, no man knows
whether his life will end in the sowing or reaping; mid the labors of the
spring-time, or the joys of the harvest home.

WE MUST SUSTAIN THE SCHOOLS.

Reviewing the events of the past year, one lesson seems to me preeminent;
one thought presses to the front and demands renewed assertion. If there
is any higher law or demand before us, than the clearer thought and
truth is ever to rule our national life; if there is anything of goodness or greatness
in store for our children, it must be attained in great part through our
public schools. The highest achievement of Greece, as placed in the hands
of the founders of the government, it is
A full appreciation of the points which I have but touched upon throws
into our educational work; is trying
to ride some one person's hobby; but to conducting the education of
All our educational machinery is set to run in well
deeded for it. Our

A practical age demands practical aims in education, as in everything else.
To think, to speak, to act with accuracy, judgment, and promptness; to hold
all the intellectual powers in subjection to the reason and the conscience, is
the principal objcct of our profession. The question of greatest interest to our profession is not how to teach, but
how to teach each branch so that it may best minister to the mental growth
in accordance with the constitution and laws of his being. We

The events of yesterday, to-day, and to-morrow, are the most potent
means God ever placed in the hands of men. It is
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The events of yesterday, to-day, and to-morrow, are the most potent
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We are all of us ready to acknowledge that our Normal Institutes have done a good work. They have recovered a position; but we have reached a point where the expenditure of over $33,000 a year, increased by the individual expenses of each teacher, and the amount of time devoted to these institutes, ought to produce some results. The benefits which the school can receive from the County Normal must be more marked if we expect the institute to continue to receive the support of the people. The results which we obtained five years since ought not to satisfy us to-day. But the County Normal in turn receives assistance from the State Normal, and the State Normal from our hands to mold as we will. Men will judge us by results. We may call the tree what we choose; but, if it produce figs, an obstinate world will call it a fig tree; if ovine thorns, they will call it a thorn tree; if it is utterly barren, they will be very apt to cut it down.

SUGGESTIONS ABOUT COUNTRY SCHOOLS.

Again, it is true that a majority of children receive only such education as is given in common schools; and many, if not the larger part of them, are educated in such schools. It is then an important matter that the instruction in the branches usually taught in those schools should be such as will accomplish the most in a given time, and within a given cost. In a word, there is a strong feeling abroad that we are not making the wisest and most economical use of the means and agencies which we have at our disposal.

I wish to call your attention to some desirable changes, primarily having regard to the interests of that class to which I have just referred. It may be that we deal too much with shadows; that we delay at quarantine long after we ought to be discharging our cargo. There is not time, nor is this the place to speak of those things which hinder the work of the teacher in the rural districts.

The attempt has been made to remedy some of the difficulties by county courses of study. If such a course tends to unify and simplify the work, the effort is in the right direction. If, however, it prescribes an undervesting line, if it marks out only a straight furrow in which teacher and pupil must walk, it is unwise and futile as to form a convenient crutch upon which the teacher hobbles over the ground. Such a course would be too indefinite, too unadorned, and the essential relations of the various steps through which the pupil should advance, embracing also some simple instructions in methods. It should contain some suggestions and pointed cautions in regard to oral lessons, and the pupil to self-activity. But there can be no self-activity on the part of the teacher.

To carry out such suggestions, however, will require patience, skill, judgment, reason, conscience. The ax may as well be laid to the root of the tree at once as to set an inexperienced hand to lopping off the branches.

The same distinction made between essentials and non-essentials, carried through the grammar schools, would send out scholars better fitted for the business of life, and with minds better disciplined to undertake the more difficult studies of the higher grades.

(Concluded next week.)
Evelyn's Living Age.

Jan. 1, 1879, the Living Age enters upon its 140th volume. During the year it will furnish to its readers the productions of the foremost Essayists, Scientists, Critics, Discoverers, and Editors, representing every department of Knowledge and Progress.

The Living Age is an expensive periodical, giving more than three and a quarter thousand double-column octavo pages of reading matter yearly. It presents in an inexpensive form, considering its great amount of matter, freshness, novelty, and worldly issues, and with a satisfactory completeness attempted by no other publication, the best Essays of the time, Trollope, Taine, Sketches of Travel and Discovery, Poetry, Scientific, Biological, and Graphic Illustrations, Historical Information, the entire body of Foreign Periodical Literature, and from the pens of the best minds of the civilized world, upon all topics of living interest.—Philadelphia Inquirer.

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In the world, of the most valuable Literary and Scientific matter of the day, from the pens of the foremost Essayists, Scientists, Critics, Discoverers, and Editors, representing every department of Knowledge and Progress.

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The Cellery Pill is a nerve tonic, and has been prescribed by doctors in this city, and all parts of the country.

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Do Your Own Printing.

LEVER STAR PRINTING PRESS.

The Lever Star Printing Press is the only printing press that is worth while. It is the only printing press that is worth while. It is the only printing press that is worth while. It is the only printing press that is worth while.

Chicago, Mil. & St. Paul RAILWAY.

IT'S ADVANTAGES ARE:

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