Editorial.

In making up your list of periodicals for next year, you ought not to think of getting along without a good educational paper.

Over six hundred subscriptions to the Weekly expire next week with No. 100. Look on your wrapper and see if your number is getting near to 100. If so, lose no time in renewing your subscription. The Weekly cannot afford to lose your help, and we do not believe you can afford to lose its help. Be good enough to save us expense and trouble by sending in your renewal at once.

The joke-ose man of the Detroit Post and Tribune is responsible for the following:

At a meeting of the State Teachers' Association, at Lansing, the other day, Mr. Vaile, of Chicago, in the course of a lecture on reform in spelling, stated that "a memorial is being extensively circulated asking Congress to take steps to amend our orthography." We reckon Mr. Vaile hasn't read many letters from Congressmen; or else, instead of asking them "to amend our orthography," he would indignantly demand that they amend their own!

Another correspondent gently questions the propriety of one of J. A. M's constructions in which he uses a darling infinitive. It may be a little super-chivalrous for us to mingle in the controversy. But we have a kind of spite—not doubt it is all the worse for us—against that rule which so rigorously forbids the admission of an adverb between a preposition and its infinitive. We admit the practice of good writers, and the dictates of all grammars and books on rhetoric; and this it would seem, ought

A slight change in the "make-up" of the Weekly will be noticed in this number. We shall hereafter collect into the "Practical Department" those articles and suggestions which are of particular value to the teacher who seeks help in the every-day work of the school-room. This will tend to systematize the contents of the Weekly, and will show more plainly the nature of what it contains. The editor will do his share every week in this department, transferring to it such editorials as seem rather out of place in the midst of more general discussions on the first pages, together with all correspondence and contributions that bear directly on the practice of teaching.

As suggested by the change mentioned above, and in connection with it, we are tempted to "speak our mind" a little in this direction. We tell no secret to any educational editor when we say that many readers seem to think a journal contains nothing helpful unless they see the heading "Practical Hints," or "School-room," or something of that kind in it. They are the class who continually clamor for something "practical" and whom it is impossible to satisfy. They simply do not know a good thing when they see it. To them suggestiveness and inspiration are nothing. The inspiration they seek is a means of saving labor; some cut-and-dried process that they can transport to their school-room as they do their clock, and which will run itself. They do not want articles that will provoke thought, but articles that will save them the trouble and necessity of thought. They want directions "just how to do it." No other quality can make amends for the absence of these. It does not come from conceit in us, but from faithful labor in conducting the paper, that we say, The teacher who declares that the Weekly is not practical in every proper and legitimate sense of the word, or that a single issue of it for the last six months has not been of substantial value in the school-room, either has not read the paper, or confuses herself an indiscriminating and incompetent teacher. The really useful is not that which carries us, but that which puts us in a way to help ourselves.

We think we know enough to detect a contribution that is all theory and cobwebs and high-flying discussion; and we defy anybody to point to one of this kind that we have published. And so in regard to papers prepared for special occasions, which we have printed. We should like to have one pointed out that was not fresh and eminently worthy of the attention of teachers.

ON THE LOCATION OF ADVERBS.

In the correspondence column will be found a letter from our friend J. A. M., who recently wrapped the editorial soul in such a cloud of infinitive gloom. But he removes our sack-cloth and ashes so gracefully that he is fully forgiven.
to be, to any reasonable mind, a sufficient defense of the rule. The WEEKLY will hardly say it is not. But then it has never been able to see any reason why English writers should seek to limit one of the finest qualities of their tongue—its pliability. We boast of the great number of arrangements which an English sentence will permit; and what philosophy is there in fighting against the genius of the language by relentlessly driving the adverb from the place in which logic and compactness of thought at times certainly locate it. Putting aside usage and the arbitrary rhetorical rule, and looking only at the great end of language, to project onto the page our thought as exactly as may be—the phrase "to rightly dispose" is surely as good as "to dispose rightly," if not better. While in this particular instance the first construction offends our ear—it certainly does not offend our sense—we have come upon exigencies in which this form of expression was decidedly preferable to any other. But with the usual perversity of such examples, they fail to obey our summons if not better. While in this particular instance the first construction offends our ear—it certainly does not offend our sense—we have come upon exigencies in which this form of expression was decidedly preferable to any other. But with the usual perversity of such examples, they fail to obey our summons now that we want them. We venture, however, that the experience of many readers is similar to our own. Some, perhaps, to the discomfort of our rigid grammarians, have fortunately jotted down some of these sentences as they occurred. (Now we ourselves are guilty of another rhetorical sin, but one of the same nature. "Have fortunately jotted down." We would like to have any stylist put that word "fortunately" into another place where it would do as well as in its present position, or even where it would not be open to serious objection.) If any reader has been thus faithful in his note book will he not come to our aid against these rigidly orthodox? But to make as good a show as the "one it occupies. The WEEKLY does not propose to be a law unto itself; but when it must use adverbs, it does like to stick them in where they will do the most good. And is not that place occasionally right between the preposition and its infinitive?

THE CHINESE IN AMERICA.

It is gratifying and not a little surprising to find one question upon which the great American citizen has not his mind made up and ready to declare on the slightest opportunity. But whether Chinese immigration should be restricted or not, seems hitherto to have been a balanced question in most minds which are unwarped by the direct bearing of cheap labor and competition upon their business or their trade. But while the better and higher minds of the country seem to have taken the position that America ought to be ready to receive any and all people who come to her shores, the mass of the people seem to be settling down in the conviction that this broad doctrine will have to be modified. They know they cannot consistently combat the theory; but in practice it brings so many hardships and perils that it seems as if they were going to abandon to the Fourth of July orators their consistency along with the "glorious asylum of the oppressed and downtrodden of other lands." A bill has been agreed upon by the Committee on Labor of the House of Representatives, materially restricting, although not entirely stopping, Chinese immigration. There seems to be a strong sentiment in Congress in favor of the bill.

While we confess to a strong feeling of regret and humiliation that our country must abandon a position which it has so gloriously maintained for a full century, yet we cannot resist the conviction that prudence and wise philanthropy, require us to shun any further disturbance and commotion from this Chinese influx, even if we have to do it by the sacrifice of consistency, and by the breaking of a treaty. It is as much a duty for us now to look after national self-preservation and stability, as it is to recognize and champion the abstract rights of humanity.

REVIEWS.

An Elementary Geology. Designed especially for the Interior States. By E. B. Andrews, L.L. D., of the Ohio Geological Corps, and late Professor of Geology in Marietta College. Van Antwerp, Bragg & Co., Cincinnati and New York. 12 mo cloth 283 pp. Introduction price, 85 cents. This is a bright new book; it contains 432 illustrations, the most of which are new, at least to text-books, and many of them are the author's own production. The work forms the sixth volume of the Eclectic Series on Natural Sciences—the others being three of Norton's, Brown's Physiology, and Ray's Astronomy. It is designed to accommodate schools in the interior states which cannot devote much time to the study of geology. The cumbersome volume of Dana has been found a burden on students. It is complete as a working manual for geologist and teacher, but is rather more than the mass of students need. It covers the whole United States, and epitomizes the geology of Europe. The volume before us omits all this except the plain essentials in the science so far as illustrated by the rocks, of the "interior states," i.e. by Ohio, West Virginia, Kentucky, Indiana, Michigan, Illinois, Wisconsin, Missouri, Iowa, and Minnesota. It is true also, be it said not to the discredit of New England geologists, that the geology of some of these interior states is better known to-day than that of New England. The expensive and thorough state surveys that have been carried to completion by most of these states have no equal in the East, except perhaps the states of New York and New Hampshire, and as a standard for reference and completeness the geological scale of the interior is better suited for such educational purposes, than that of the Appalachians, which is exceptional, confused, and has not been fully made out yet. These objections and difficulties are all happily eliminated from the text-book by the plan of the author. The science is thus reduced to a skeletonized simplicity, and ample room is left for every instructor to fill up with the details of his own state or neighborhood. The language of the author is direct and plain. As is natural, the geology of Ohio figures most largely, and some of the author's views are tinged, from his long residence in southern latitudes, with, perhaps an unfelt tendency to cover the states lying to the north of him with a theory which he finds perfectly applicable at home, but which is unsuited to other facts and fields. Altogether the author has presented a very interesting, concise, and agreeable résumé of the geology of the interior continental basin.
days went by. On the whole it seems to me the meeting of the 'Teachers' Association was rather tame, especially as no vigorous and thoroughly helpful discussion was provoked by any of the papers presented. The "civil war horses" were divided and some notable ones were absent. The battle was joined in too many places at once, and as a consequence there were no bayonet charges along the line anywhere, at least so far as I know.

But let no one conclude, therefore, that there was nothing said or done worth recording, simply because the fire (or fur) did not fly. Sometimes a paper is so thoroughly artistic, complete, and satisfactory that discussion only mars its effect, and others are sometimes upon themes that we are all agreed upon, and then controversy is out of the question. Two evenings were devoted to the "Abroad," and though they were never so delightfully spent, they brought out no grappling of the pedagogical giants for the delusion of the illusory and "of whom I am which." I speak of the "State Teachers' Association," for I followed its work from first to last, and constantly refused to be "spread out," deployed, as it were. With Graham away trying to evangelize the Hawkeyes, Albee at home nursing his "born in the flesh," Father North frozen up and snow-bound, Phelps hors de combat, Wright swallowed up by the academicians, O. R. Smith in regions beyond the sun, Park tripped printer, MacAlister at home wrestling with an unfinished manuscript, and Chandler in the chair, one familiar with our meetings can easily see how it was himself.

Prof. W. S. Johnson and State Geologist T. C. Chamberlin used up the first evening with pleasant accounts of their summer trip to England and the Continent. One felt at the close that teaching drawing at Whitewater and hunting for the wonders of earth, air, and water, all over the state, had a wonderful effect in producing sharp sight and good memory, and that a three-months' trip abroad, though not all one could wish, is a thing entirely desirable and not out of reach of any schoolmaster.

Miss Rose Swart, of the Oshkosh Normal School, presented one of the most remarkable papers the Association has ever called out, on "The Function of Geography in a Course of Study." Her matter, her manner, her voice, herself, fairly captivated the audience. From beginning to end nothing was lacking that was justly to have been expected, and it was both a surprise and a revelation to many. The Association asked for its immediate publication in the forthcoming number of the Journal of Education, and if it gets as wide a reading as it deserves, no edition of the Journal can be too large.

Pres. J. W. Sears, the new man at the head of the Whitewater Normal School, lectured Thursday evening, on "A Teacher's Observations in the Argentine Republic." His four years spent in that little-known and less-appreciated commonwealth were not idle away. His story of the Spanish muskets, the revolution, the new life, the civilization and enlightenment of the cities, the barbarism and savagery of the interminable plains, the civic progress and religious intolerance, the educational rise, culmination, and partial relapse, was like medieval history or romance. Such a vivid and intelligible picture of a country, its institutions and people, is rarely ever produced in an hour's talk. Friday evening was filled out by Principal O. S. Westcott, of Racine, who spoke upon the subject of his school's "sweeping" board of education. He showed himself a successful and delightful entomological enthusiast. Bugs and bug-hunting are not my weakness, but the man whom Westcott can't instruct and delight at the same time, when he gets loose among his bugs, "is fit for treason, stratagem, and spoils, or something to that effect.

State Superintendent Whitford's paper concerning "School Work as Affected by Recent Legislation" showed very clearly that the just published revised Statutes make havoc among our high schools. It seems as though the Trustees intended to extinguish them, and it remains to be seen what is to be done with the new legislation, and the people behind it. It will do in the case now that the full force of the "revision" is at last appreciated. The Association voted a committee with the Superintendent at its head, to present the matter to the members of the legislature as soon as that body convenes. By an evident blunder in the law, common school teachers must teach "the constitutions," but need not be examined in the same by county superintendents. A resolution of the Association asks the legislature to put the matter on the same footing as U.S. History, namely,—the teacher must stand an examination, but the introduction of the study into the school depends upon the will of the board.

"The Relation of Education to Politics," by Prof. T. Frawley of Eau Claire, and "The Relation of Schools to Public Health," by Prof. Geo. Beck of the Platteville Normal School, were good papers and drew out what little discussion we had. The average matter and manner of instruction in civil government and physiology in the public schools received merited castigation. At the conclusion of the debate the suggestion was made that some man now could render the schools invaluable service by writing a small manual on each subject, containing in proper form only what the average school boy or girl could understand, remember, and apply in after life. In civil government the method should be inductive, and in physiology, "practical hygiene" should be the staple of the text.

Educational Exhibits at Fairs and at our Annual Meetings received due attention. Provision was made for a yearly exhibit at the summer meetings, the first attempt at Gen'va last summer having succeeded so well.

QUILL PEN.

Jan. 4, 1879.

The late Miss Merinda Wood, of Brooklyn, bequeathed her estate, valued at about $4,000, to found a school for colored women, similar to the Mount Holyoke Seminary. It may be established in any of the Free States or Canada.

SOME IMPORTANT PRINCIPLES OF SCHOOL LAW.*

JOHN H. LOOMIS, Prin. of Wells School, Chicago.

It is an open question whether there is a state in the Union whose school laws are as definite and clearly defined as those of this commonwealth of Illinois, or based on a broader foundation. It is a to a few points in these laws that your attention is specially called. 1st. The High Schools. 2nd. the various relations and duties of teachers to their schools and school officers. This last division will also include the subject of "optional studies.

The Supreme Court decisions of such states as have similar school laws will be cited collaterally with the decisions of our own state. Perhaps it would be well to say that a decision on any point of law in one state is authority in all states where there is nothing contrary to such decision in the constitution or statutes of such states.

1. The High School. The high school is a part of the common school system of this state, and each and every township may have its own high school if it so elects. That part of the school law of 1872 relating to high schools reads as follows: "Upon petition of 50 voters of any school township, filed with the township treasurer, at least 15 days preceding a regular election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election 'for' and 'against' a high school will be held at the next ensuing election of trustees, and the ballots to such effect shall be received and canvased at such election; and if a majority of the votes at such election shall be found to be in favor of a high school, it shall be the duty of the trustees of the township to establish, at some central point most convenient for a majority of the people of the township, a high school for the education of the more advanced pupils."

In the same act where the powers and duties of school boards of cities and villages are defined, the following clause is found. School Boards "shall have power to establish schools of different grades, and to make rules and regulations for the admission of pupils into the same," and in cities of 500,000 inhabitants or over, "to prescribe school books to be used, and the studies in the different schools."

There has been more or less dissatisfaction among certain classes who imagine that they are injured by the fact that high schools exist. Of course the foundation of the objection lies in the tax for their support. Occasionally, one may be found candid enough to give the true reason, but usually they will state as their objection that until all have the benefit of instruction in the more elementary studies, the public fund should not go to maintain high schools. One would suppose to hear one of these broad-gauge philanthropists talk, that the parents of children attending the high school had no moneyed interest in the schools, but were dependent upon public charity for the education of their children in these so-called ornamental branches, while the burden of taxation rested upon the shoulders of those whose children were deprived the privilege of primary instruction. It is one of the admitted facts of political economy that the consumer pays all the bills. If this is true, and that it is true is self-evident, the farmers, the artisans, and the laborers, and not the merchants nor the capitalists pay the greater part of the taxes. The last names are in what they consume, and that is all. Is not the tax of Field, Leiter & Co., as much a part of their current expenses as clerk hire? Does any one imagine this is not taken into consideration when they are marking the price of their goods? The wife of the laborer, who buys a calico dress of them, pays her proportion of their tax. But enough, this is only to hint at the injus-

*Paper read before the State Teachers' Association of Illinois, Dec. 27, 1878.
lice and possible selfishness of those who grumble. The great mass of the people who enjoy the benefits of the high schools, and who pay for them too, are the ones who do not complain. Many of the grumblers do not mean all they say; they are only exercising their high prerogative as American citizens, and never paids to a certain tax except to the internal revenue of the United States. The others? Well, I presume if we were in their place, we would talk a similar dialect.

In this state the law is so plain on this subject that a legal inquiry as to the right of high schools to exist has never been made. But it will not be out of place to call attention to a few decisions of sister states.

In Cincinnati the question was raised and with this result. In 23 O. S. 2191:

"The Legislature having placed the management of the public schools under the exclusive control of the directors, trustees, and boards of education, the courts have no rightful authority to interfere by directing what instruction shall be given, or what books read therein."

Michigan speaks without hesitation in the following decision found in 30 Mich. 69 Stuart vs. School Dist. of Kalamazoo: "The right of school authorities in union school districts of this state to levy taxes upon the general public for the support of high schools, and by such taxation to make free the instruction of children in other languages than the English is affirmed."

"The policy of Michigan on the subject of education, and of the territory before the state was organized, beginning in 1817, and continuing down until after the adoption of the present constitution, is reviewed and considered, and the conclusion reached that there is nothing, either in our state policy, or in our constitution, or in our laws, restricting the primary school districts of the state in the branches of knowledge which their officers may cause to be taught; or the grade of instruction that may be given, if the voters of the district consent in regular form, to bear the expenses and raise the taxes for the purpose, or to prevent instruction in the classics and living modern languages in these schools."

It would seem a reasonable conclusion that as the law provides for the establishment of high schools in the most unmistakable manner, and the decisions of other states whose school policy is similar are in harmony, or coincide with our statutes, that the high schools of Illinois are legal institutions.

2d. The various relations and duties of teachers to their schools, etc. In Sec. 52 of the same act we find the following provision: "No teacher shall be entitled to any portion of the common school or township fund, or any other fund, or be employed to teach any school under the control of any board of school directors in this state, who shall not, before his employment, exhibit to said board, or to a committee of said board, a certificate of qualification obtained under the provisions of the act; nor shall any teacher be paid any portion of the school or public fund aforesaid unless he shall have kept and furnished schedules as herein directed."

Sec. 53. "Teachers shall keep a schedule of the names of all scholars attending school. If the pupils reside in two or more districts, separate schedules must be kept for each district."

There are but two points in these sections which will be specially noticed.

1st. The necessity of a public school teacher possessing a certificate of qualification, and presenting it to the board before being hired. 2d. The necessity of keeping a schedule, or schedules.

These two points sum up the law as defining the teacher's duties. Incidentally, in defining the powers and duties of school boards, one might infer that this was not quite all for which a teacher is employed, but that will be considered in a later topic.

The teacher must have a certificate, and it must be presented prior to his being hired. The following decision of the Supreme Court of this state sustains this section in a manner too plainly to be misunderstood. In Smith vs. Curry, 16 Ill. 147, this point is decided as follows:

"Under the school law of 1849, the school directors are not bound to certify the schedules of a teacher who did not present the proper certificate of qualification before the commencement of the school."

"In an action by a teacher against the school directors under this law, the declaration must contain an averment that such a certificate was presented prior to the commencement of the school, or the action will fail. The omission to make such averment will not be cured by the verdict."

In Curry vs. Baldwin, 15 Ill. 65. "A teacher under the school law of 1849 is not entitled to any portion of the school fund, unless he obtains the requisite certificate of qualification, and presents it to the school directors, before the commencement of the school." In 1857 the act under which these decisions were given was repealed in terms but not in effect, for we have a decision of still later date not only affirming the above, but requiring the certificate to be obtained before employment of the teacher.

In Bebkin v. Osborne, 39 Ill. 101. "A teacher under the proviso in the act of 1857, unless he obtains the requisite certificate of qualifications, and exhibits it to the school directors, before his employment, is not entitled to any portion of the public funds."

The Act of Feb. 16, 1865, in relation to schools, contains nothing in conflict with the act of 1857, in respect to the exhibition of a certificate by the teacher.

In an action by a teacher against the school directors, under the Act of 1857, the declaration must aver that the requisite certificate of qualification was presented to the board of directors prior to his employment, or the action will fail. The omission to make such averment will not be cured by the verdict."

In defining the duties of directors, the Statute states that the directors shall have power to "adopt and enforce all necessary rules and regulations for the management and government of schools, etc.

"To appoint all teachers, fix the amount of their salaries, and may dismiss them for incompetency, cruelty, negligence, immorality, or other sufficient cause."

"To direct what branches of study shall be taught, and what text-books shall be used in their respective schools, and may suspend or expel pupils for disobedient, refractory, or incorrigibly bad conduct."

It is competent for school directors to make all rules and regulations, they must make reasonable rules.

In Grow v. Bd. of School Inspectors of Peoria, 30 Ill. 532. "The School Inspectors of Peoria are authorized to direct the city, as to them may seem best; and they may also establish such rules for the admission of pupils as they judge proper; and these duties will not be interfered with, except in extreme cases."

2d. Power to appoint all teachers. Directors, undoubtedly, have to appoint all teachers and fix their salaries, but it must be done in accordance with the law. The following decision is in point:—Wells v. People, 71 Ill. 532.

"Directors are expressly empowered to appoint teachers, and fix the amount of their salaries, but they cannot employ a teacher who has not, at the time of such employment, a certificate of qualification, as provided by the School Law, and any contract made with a teacher not having such certificate is void, and is not susceptible of subsequent ratification. Where the school directors employed a teacher, who did not have the necessary certificate, to teach for six months, and after having taught three months, he obtained the certificate, and the directors then made a new contract with him, whereby he was to teach three months, at a salary of twice the amount per month he was to receive under the first contract, it was held, that the first contract was void, and that the new contract was an attempt to do indirectly what the directors had no power to do directly, and that, as to the increased amount of salary, the second contract was void. It is competent for school directors to agree to pay teachers what, in their opinion, their services are reasonably worth, but it is not competent for them to go beyond that, and include in such compensation an additional sum to compensate for something else for which the law does not allow compensation from the school fund."

(Concluded next week.)

Owing to the total lack of boating interest in Williams College, it is suggested that the boats be sold and the boathouse torn down. The money appropriated by Cyrus W. Field for the improvement of the course is being expended on the village street, and the $35 paid for annual rent on the lot where the boathouse is money thrown away.

The visits of the WEEKLY are very welcome and profitable to me. I have been a teacher a third of a century, and I value educational papers more highly, and feel a deeper interest in educational associations than ever. Of course I take greater interest and enjoy more pleasure in my professional labors as my experience increases. I can not afford to waste the acquaintanceship of the WEEKLY.—Prof. George A. Chaat, Louisville, Ky.
The third annual session of the Association was one of the most completely successful sessions that has been known since its organization. This year 427 members responded to the call made by President Sabin, in Grinnell, Iowa, on Oct. 22, 1875. The enrollment (two hundred and four members) was greater than at any preceding meeting, the program was carried out almost completely, the papers and addresses were uniformly strong and interesting, the discussions were animated and dignified, and the most entire harmony prevailed.

The grand banquet at the Boardman House on Christmas evening was not only a fine affair, but was dedicated to an interesting theme; the banquet at Grinnell to the toast warm branch of education—Stalwart education in the state in the future; and the toast warm in the most complete and thorough manner.

The President then announced the following regular committees: 1. On Resolutions—City Superintendent D. W. Lewis, Washington; Prof. S. J. Buck, Grinnell; County Superintendent W. E. Parker, Independence. 2. On the Association—County Superintendent D. Helmick, Louisa County; Principal M. F. Arp, Ft. Dodge; County Superintendent E. E. Frink, Tipton.

On Resolutions—Prof. T. R. Rounds, Monmouth; Prof. W. H. Pratt, Mt. Pleasant; Prof. S. J. Buck, Grinnell; County Superintendent W. E. Parker, Independence.

The following telegram was received from some of the University representatives who missed the train at Grinnell:

"Revered Sir:—On account of unavoidable delay, we will not be able to join you at the banquet. Refuse to name them, excepting those who are thoroughly alive to the interests of their employers. Such men are indispensable to an educational meeting.

The following has been the attendance at our Teacher's Association each year, were pained to learn that that gentleman

The following was the attendance at our Teachers' Association each year:

1871, Council Bluffs, 131; 1872, Davenport, 73; 1873, Iowa City, 93; 1874, Des Moines, 101; 1875, Burlington, 146; 1876, Grinnell, 179; 1877, Cedar Rapids, 160; 1878, Marshalltown, 203.

President Sabin made a most excellent presiding officer.

A high school oratorical contest in Grand Rapids, Mich., on the eve of Dec. 20, gave the prize, a handsome book, to Mr. O'Connor. The Board of Education of that city, at a recent special meeting, elected Mr. W. B. Libbey, and Misses Brasee and Holcomb assistants for the ensuing year. Miss Ella Haney has been appointed teacher at the Coldbrook school, in place of Miss Helen Knight, whose sudden decease was recently noticed in the Weekly. The Sisters of Mercy School in this city has been closed, and its managers have removed to Big Rapids, Mich.

The American Government has expended for freedmen's schools $3,711,- 225.47.
Practical Department.

EDITORIAL.

This department of the Weekly will be devoted exclusively to the presentation of thoughts that are of immediate and particular value to the teacher in the school-room. We solicit contributions from those who have hit on a good thought, and from those who are in difficulty. In this department we are happy to be able to say that, in addition to other help, we shall have the special assistance of Mrs. F. W. Case, of Columbus, Ohio, one of the most motherly and successful primary teachers in the country. She is already well known to the readers of the Weekly and speaks in a most direct and practical way in this issue. Questions may be addressed to her at Columbus, Ohio, or to the editor of the Weekly. Teachers of primary schools will find it of special advantage to write directly to her. We shall take pains that all questions prepared for this department, shall be answered with as full satisfaction as it is in our power to give. Two letters which have been crowded out of this issue. The general correspondence will be collected as heretofore in a department by itself.

TEACHING OF PRIMARY ADDITION.

As was suggested in the article on Counting Fingers, it is of utmost importance that the pupil should acquire readiness and accuracy in the combination of numbers as he goes along, and from the very start. But where shall this drilling in the primary numbers come to an end? Is there a series that can be mastered early and easily, and which will repeat itself so that the first steps can be utilized, and will virtually contain in themselves all subsequent steps? Or is the addition table a thing actually without limit, so far as school children are concerned? While we do not believe in short cuts and royal roads in education, there is a method of teaching addition—subtraction is involved in it, however, and the two processes should always be combined in the first steps in numbers—in the primary grades of Cincinnati, which it seems to us could be adopted with advantage by all the primary schools and teachers we ever saw, not excepting the best. If we are not mistaken the method had its origin three years ago with Mr. John B. Peaslee, superintendent of the schools of Cincinnati. It seems to us quite philosophical. We commend it from careful observation and inquiry in respect to its working, but not from our own actual experience with it in the school room.

The child is taught all the possible additions and subtractions in which the largest number (sum or minuend) does not exceed ten. That is, he is taught and drilled until he can tell promptly the sum of all such combinations as 3 plus 4, 4 plus 5, 6 plus 3, 5 plus 8, etc. At the same time he is drilled until he can subtract readily in all such cases. This has to be done of course, by persistent and systematic drill. But this drill is not of indefinite extent, as is usually the case. It has a clear limit. No number greater than ten is involved. This narrows the work and a teacher can tell when it is accomplished.

The next step is to train the child in adding units to any number of tens, a very easy thing: For example that 20 and 6 are 26, 40 and 8 are 48, 90 and 2 are 92. This also is a clearly defined step, and more easily accomplished than the first. This work being done the child is master of the situation. No temptation to count fingers. No hard tables of 8's and 9's to spend weary weeks over. From this point addition is simply a repetition of what he has been doing, and which we will suppose him to do well.

His process hereafter is this. He adds enough of the number to be added to make the next ten; and then to these tens he adds the remainder. Suppose it is 18 and 8. Instead of "counting up" or learning that 8 and 8 are 16, and hence that 18 and 8 are 26; he says 18 and 2 are 20, and 20 and 8 are 28. Suppose it is 86 and 9. He might well say as most of us grown people do, that 86 and 10 are 96 and one less makes 95. But he will preserve his method, utilize his previous acquisitions, and so do equally well by saying, 86 and 4 are 90, and 90 and 5 are 95. Of course he has to analyze his number and see instantly how much is required to make the next ten; and then he must keep the remainder in mind and add it to the tens. Here are several mental acts to be performed. But they are performed easily and quickly. The secret is the child has to handle nothing but small numbers. The possible combinations are but few, and these he has thoroughly mastered and uses with accuracy and speed—results utterly unattainable if he had been kept "hammering" away on the extended addition table.

We have been astonished at the result of this method with six-year olds. It does seem like a "lightning process." But there is no tension, or strain, or skipping of steps, about it, or rather they are reduced to a minimum. The process is perfectly natural and legitimate.

Now if you think it is worth trying, do not, we beg of you, attempt to "try it on" in your school to-morrow. If the idea is new to you, no matter how thoroughly you are convinced that it is a good one, wait until you have thought the method clear through. Ponder over it. See clearly just what must be accomplished, and in what order it must be undertaken. Then you will be ready to try the plan in your class, and not before.

AIDS TO DISCIPLINE.

Mrs. F. W. Case, Columbus, Ohio.

I. Self-Government.—If a day comes, as such a day will come, especially on a Friday afternoon, when you children seem to be bewitched, while they grow restless, see that you grow calm. When they try your patience and provoke you to scold; don't do it. When they deserve and expect sharp words, be particularly gentle. If you become irritated and excited, lay an iron hand upon yourself and keep your hands off the children. If you are "all nervous and unstrung" from exertion or dissipation the day or evening previous, do not spend your efforts governing the children until you have governed yourself. You need it more than they. Lower your voice, speak slowly, move quietly, and if you cannot still the inward tempest, let your outer self be unruffled. (I am not writing for those placid individuals upon whom no amount of disorder or misrule has the slightest effect.)

2. Ventilation.—When the spirit of unrest creeps over the school—or rather before it gains an entrance)—and there is an undefined something abroad creating disorder, look after the state of the atmosphere. It may be too warm, or too cold, or close and impure. Any one of these conditions renders good order almost impossible. Secure pure air of a proper temperature in some way, and that without injury to the children. This much is your Christian duty, if you intend to keep the sixth commandment. But aside from the duty, there is no better help to good order than good air.
3. Comfort.—A child must be restlessly unless he is comfortable. A seat near a hot stove, or in a draft, or so high that his feet cannot rest upon the floor, or a stray sunbeam across his desk, is enough to put him on pins and needles; and it is wonderful how certain class of questions in arithmetic. It shows the relation of divisor, dividend, and quotient, when the first two are increased or diminished by equal or unequal numbers, and may be expressed thus:

\[
\frac{D+a}{d+b} = Q + c. \quad (1)
\]

In which \(d\) = divisor, \(D\) = dividend, \(Q\) = quotient, \(a\) and \(b\) any nos. or positive, and \(c\), a pos. or neg. number due to \(a\) and \(b\). If we make \(a = 0\), or \(b = 0\), or \(c = 0\) in this equation we have three other equations, equally interesting. Take the last, \(b = a\) and eqn. 1 becomes

\[
\frac{D+a}{d+a} = Q + c. \quad (2)
\]

and

\[
\frac{D}{d} = Q + c. \quad (3)
\]

\[
D = (Q + (d+a)) - a
\]

\[
d = (a + Q - c)
\]

\[
a = t - c - e
\]

\[
Q = \frac{d+a}{d+a}
\]

\[
c = \frac{D+a}{d+a} - Q, \text{ or } \frac{a(1-Q)}{d+a}
\]

Suppose \(D\) is a proper fraction, or \(Q < 1\). Then from eqn. (7) we see that \(c\) is positive for all positive values of \(a\), and when \(a\) is a negative, \(c\) is negative or positive, in \(a < d\) or \(a > d\).

After inspecting eqns. (5) and (7) one can readily answer such questions as the following:

What number must be added to the terms of the fraction \(\frac{1}{x}\) to make it equal \(\frac{2}{x}\) ?

[Thus, in equation (5) above, \(d = \frac{1}{x}, e = \frac{1}{x}, \text{ and } Q = \frac{2}{x}\)].

When \(Q = 1\), \(e = 2\), for all values of \(a\).

When \(Q = 1\), all positive values of \(a\) will give negative values for \(c\), and negative values for \(a\) will make \(c\) positive when \(a < d\), and negative when \(a > d\).

Neither should pupils be permitted to interrupt each other; in other words, all communication should be prohibited during class exercise. (I am writing for those teachers whose pupils are not old enough to try the doubtful experiment of studying together.)

7. Rules.—But one formal rule is needed, if, indeed, even one. It covers everything. Mind your own business. Besides keeping each pupil busily engaged with his own proper work, this rule breaks up the vicious habits of meddling and tale-bearing. Do not permit your pupils to tattle, and moreover do not require them to do so. If you cannot discover an offender let him go, unless the offense is grave enough to demand a formal investigation. And above everything else do not train up a school of liars. Don’t, don’t ask of your little ones, “John, is that you, I hear humming?” “Mary, are you whispering?”

SOME ARITHMETICAL SOLUTIONS.

To the Editor of the Weekly:

Please find a place for this in the Weekly or your waste basket, as your good judgment dictates. It is the outline of a discussion I was led into by a few words, parenthetically, on this topic. You teachers of fifty little ones whose schools have suffered from this epidemic know its symptoms. The remedy is not so apparent.

My remedy is, to select one, two, or three of the worst, who really cannot control the cough, and send them home for the rest of the day, with proper explanations, and then require the rest to do, also when everything is to be done, and how. The easiest way to govern well is to keep the whole school busy.

Correspondence.

To the Editor of the Weekly:

Enclosed please find a few words called out by the letter in the Weekly, from my friend J. A. M., of Chenoa, Ill. I have no doubt that a reasonable discussion through the Weekly of some of the many grammatical questions that perplex teachers down in the lower ranks might be made the means of helping some, but such discussions too often run into "hair splitting," which seldom result in benefit to any one.

Here are the dispositions of the sentences given by J. A. M. in No. 97 of the Weekly:

1. “He was unwilling to be called a shirk.” The sentence has the force of "He was unwilling for others to call him a shirk." Now it is not difficult to see that "for others to call," etc., is adverbial in signification; hence, in the original sentence, "to be called" is a phrase, infinitive in form, adverbial...
in office. As an element in the sentence, it is of the second class, modified by "a ship," to which it is a first class element.

2. "The set is well worth considering." "Worth considering" is equivalent to "worthy to be considered," or better, "worth of being considered," Thus viewed, the verb is that of the first class, to which who is unable to refer in such a noun, as is the verb "is," in which he is unable to refer in such a noun, as is the verb "is," the infinitive. He says that the infinitive has, at least, seventeen constructions, of which the first sentence in the sentence, into the bargain.

4. "Tardiness" and "abandon" are as capable of pluralization as "virtue" and "motion" in the same class. See Addision quoted in Webster's Unabridged, p. 77.

As J. A. M. seems to be interested in the study of the infinitive, he will doubtless be glad to have his attention called to an error which he makes in its use, even in his letter. "To rightly dispose," the infinitive can not be a separate from its proposition, in cases where "to" is omitted altogether. Vide Harvey's Grammar, p. 191, Rem.

The Educational Weekly.

THE INFINITIVE ALL RIGHT NOW.

To the Editor of the Weekly.

Thanking you very kindly for the reprimand which you gave me in the last issue of the Weekly, for the broad generalization which I made in regard to the amount of "comfort" I received from the discussions on that all-important subject—infinitive—I wish to say that I meant that it gave me more "comfort" to read the discussions on the infinitive than it did to read any previous discussion on grammatical topics or mathematical puzzle. I did not wish to say that these discussions were the only subjects worthy of my notice in the Weekly. The Weekly contains many valuable articles, which I enjoy reading and are of great value to me, Mr. Editor. I hope, I, you and your many contributors may continue to throw your heads and bite your finger nails in order that the Weekly may be as welcome a visitor in the future as it has been in the past. I for one don't believe in publishing every simple grammatical question in the Weekly, but I do think there are some knotty questions which our educational questions have as the principal agency in making the excellent system of popular education in the city.

It is too low now. The salary of Ewald or his agents, and that in most instances two hundred dollars was the price paid by these examiners for an advance copy of the questions. The main problem—who furnished these questions—still remains unsolved. The testimony given so far exonerates every one connected with the State Office. The press of California has been disposed to exaggerate the extent to which this iniquity has been carried. The fraud has been by no means common among the teachers of San Francisco and the state. The entire number against whom there is the slightest evidence, or even a reasonable suspicion, does not exceed forty, which is just three-fourths of one per cent of the teaching force in California. The above facts are set forth in the January number of the "Westfield School and Home Journal," which strongly urges special legislation to prevent fraud in the future. The suggestions made are so reasonable and most of them so long adopted in other states, that we enumerate them as follows:

1. The law requiring the issue of diplomas upon first grade county certificates should be stricken from the statute-book.
2. All certificates should be made valid for life.
3. No high-grade certificate should be granted on those of a lower grade.
4. No high-grade certificate should be granted to persons having no experience in teaching, unless such persons are graduates of a normal school or university.
5. County board of examiners should be authorized to make out their own questions, and grants certificates valid within the limits of their own county; but certificates of one county should not be granted on those of another.
6. The State Board of Examination should hold four sessions annually, at different points in the state, and should grant certificates of different grades valid for life.

MINNESOTA.—Minneapolis has lately held several important educational mass meetings. A certain committee proposed a plan some time since for reducing the graded school course to eight years. This was thought to be an indirect effort to cut off the high school. It was also proposed to decrease the rate of school taxation, and to cut down the expenses of the schools somewhat. It was not favorable to the success of this plan, that it was proposed in connection with a scheme for bonding the city in the sum of $250,000 for building narrow-gauge railroads. It was apparent that there was a purpose to retrench on schools—not to reduce the total rate of taxation—but to promote certain material interests at the expense of popular education. At a meeting of the Board of Trade Jan. 6, there was a decided demonstration in favor of the schools. It appeared that the people of Minneapolis are not ready to weaken and depress one of the best systems of graded schools in the country. A vote was passed to strike out the proposition of the former report, which proposed to cut the course of study down to eight years. The course now stands intact, including the high school. The possible reduction in taxation is to be only one-half a mill. The law has permitted a rate of three mills. It is now to permit two and a half mills. The total reduction at this rate for the current year will not exceed $11,500 in the resources of the schools. The Board regards the result of these discussions as a substantial victory in favor of the present system of popular education in the city.

NEBRASKA.—The people of Aurora want a state normal school at that place. Supt. Beals, of Omaha, reports 2,924 pupils enrolled during the last school year. Total expenses for school purposes, $59,165.55. The valuation of sites, school buildings, furniture, and apparatus reaches the sum of $1,035,000. The estimated cash value of taxable property foots up to $20,000,000, while the assessment of taxable property in the school districts of Omaha attains a total of $5,536,785. The entire school population of the city is 5,336. There were colored pupils enrolled in the schools, 44 teachers employed, 63 pupils in the high school. The schools are said to be in good condition and making commendable progress.

There are 218 students in the University.

L. B. Fife, editor of "Literary Notes," and one of the Regents of the University, says in his journal that, all things considered, the University is doing well. The attendance is not large, but the standard cannot safely be lowered to accept more students. It is too low now. The salary of Prof. Emerson has been made the same as that of the other professors, $1,500.

Pennsylvania.—The county superintendency of this state was established in 1854, and has consequently been in operation twenty-four years. It is conceded to have been the principal agency in making the excellent system of...
public instruction in this state what it now is. The legislature of 1866 greatly strengthened the office by passing a law requiring all superintendents to be practical teachers, and to possess certain prescribed literary and professional qualifications.

INDIANA.—The public schools at Mitchell have been dismissed on account of the prevalence of scarlet fever.

W. F. Harper, principal of the Normal Institute at Danville, who has been missing since Nov. 23, 1878, has not yet been heard from. The school has been re-organized on a more economical basis, and is now conducted by Frank P. Adams as principal. One hundred and fifty students are in attendance.

The School Journal says that H. S. Tarbell, the new superintendent of the Indianapolis schools, is giving eminent satisfaction to all parties concerned. He has already gained the confidence and respect of the school commissioners, teachers, and people.

Richard Owen, the well known and highly honored professor of Natural Science in the State University, has tendered his resignation.

O. H. Smith, the associate principal of the Danville Normal School, has withdrawn from the institution, and is not now engaged in teaching.

MISSOURI.—The public schools of Missouri are only visited by the men who haul the wood and go in to warm their feet.—[Supt. J. M. Greenwood.

A. E. Higginson, superintendent of the Independence City Schools, edits an interesting educational column in the Sentinel of that place. The Weekly extends to him a cordial greeting.

Prof. E. R. Booth of Sedalia, has been chosen by the Greenback party as their candidate for the State Superintendency.

Prest. Baldwin, of the State Normal School at Kirksville, has submitted his eleventh annual report of that institution. It shows the school to be in a very prosperous condition, notwithstanding the reduction in the appropriation for the last two years has very seriously affected its resources. It is hoped that the next General Assembly will manifest a more liberal spirit toward the normal schools than was shown by the last. The report shows 534 pupils in attendance, of whom 300 are teaching in the public schools of the state. There are two courses, elementary and advanced, each requiring two years for its completion. Four-fifths of the time of the faculty is devoted to the elementary course, there being 40 classes daily in that course, and only 10 in the advanced. The advanced course is self-sustaining. The 110 students in this course pay an incidental fee of $20 each, or $2,200 annually. The salary of an additional professor is also saved by employing these students as tutors.

The three normal schools of the state cost the taxpayers $32,500 per annum, or less than half a dime for every $1,00 valuation.

The cost of instruction at the Kirksville Normal School is $14 per capita each year; at the Kansas City high school, $23; the St. Louis high school, $245; Missouri University, about $150; in the common schools of the state about $14.

MICHIGAN.—Prof. W. W. Harrington, well known among the University men of the state, has accepted a professorship in the University of Louisiana.

Ill health compelled him to resign the position which he held for a brief time in the Imperial University of China, and it is hoped that the milder climate of Louisiana will prove more favorable to his health.

Principal Field, of the Dexter Union school, improved the vacation by getting married.

The officers of the State Teachers' Association for the ensuing year are the following: President, E. A. Strong, Grand Rapids; vice-president, Austin George, Kalamazoo; Miss Florence E. Cushman, Niles; secretary, Delos Fahl, Albion College; treasurer, Cyrus B. Thomas, Saginaw City; executive committee, (one year) H. Q. Butterfield, Olivet college; Louis McLouth, State normal school; J. C. Jones, East Saginaw ; (two years) Edward Olney, University of Michigan; J. S. Flawnman, White Pigeon; I. N. Wellington, Detroit High School; (three years) George P. Fairchild, State Agricultural College; Charles R. Miller, Adrian board of education; A. D. Chessbro, Grand Rapids.

The next contest of the State Intercollegiate Association will occur at Adrian on the evening of January 31st. The plan of the Association has been so enlarged as to include competitions in scholarship; but prizes at the coming contest will be awarded, as heretofore, only for excellence in composition and delivery. A series of competitive exercises at Kalamazoo College, held on the 18th ult., resulted in the choice of Mr. Chas. Barber, of the senior class, and Miss Helen Colman, of the junior class, to represent the college as orator and essayist at Adrian.

WASHINGTON TERRITORY.—The territorial university was re-opened one year ago last September, under the presidency of A. J. Anderson, of Portland. It then had forty students in attendance. Since that time the growth of the institution has been rapid and permanent. Last fall term closed with an attendance of 122 students, nine teachers being employed. Three students have this term entered upon the freshman year of the college course.

NEW ENGLAND.—Mr. Eben Wentworth, Superintendent of the State Reform School of Maine, died recently of heart disease. He had had many years of successful experience as an educator and had held many important positions. He was better known to the fraternity of teachers, as the author of "Wentworth's Arithmetical Problems." The ablest work of his life, however, was the creating of a genuine reform school for boys.

Hon. W. J. Corthell is duly installed as Principal of the "Western Normal School" at Gorham, Maine, and we bespeak for that institution the hearty assistance and cooperation of every educator in the "Pine Tree State." The following corps of teachers has been selected: Hon. W. J. Corthell, principal; Mr. Penn of Portland, assistant principal; Miss Helen M. Kimball, formerly of North New Portland, now teaching in Boston, Miss Harriet Deering of Portland, Miss Grace J. Haynes of Bangor, and Miss Beatie A. Read of Fredericton, N. B., assistant teachers.

During the presidency of the late Dr. Leonard Woods of Bowdoin, 89 to 167, 947 students graduated in the regular course and received their A. B. diplomas from his hands. More than one quarter had died before him.

The Belcourt Age (Greenback) wants to see the agricultural society and college appropriations cut off and the school mill tax repealed. It wants the State Normal Schools abolished and the free high school system cut off. The office of State Superintendent of schools, in its judgment, is unnecessary. It wants—well—it wants brains.

The officers of the Maine State Educational Association for the ensuing year are as follows: President, A. W. Burr of Hallowell; Secretary, W. O. Fletcher, Biddeford; Chairman of Executive Committee, Prof. N. A. Lace, Augusta.

Influenza is depriving many of the schools of New England of one-half the number of pupils.

The Maine Educational Association held its twelfth annual meeting at Brunswick, Dec. 26-28. Reports say the papers and discussions were of more than ordinary interest and value. Among the most important in their bearing upon the vital interests of the state, may be mentioned the "Classification and Needs of Country Schools;" by Fletcher, of Castine; "Examination of Teachers," by Burr of Hallowell; "Primary Work," by Corthell of Augusta; "How Shall We Secure Good Readers," by Miss Norton of Lewiston; "English Composition," by Kelley of Belfast; "Relation of Education to Government," by Dickerman of Lewiston. A resolution was adopted recommending the phonic, word, and sentence methods of teaching reading in primary schools.

Mr. E. R. Goodwin still remains in charge of the Yarmouth high school.

About seventy-five students of Bates College are teaching in Maine schools during the winter.

The Directors of the American Institute of Instruction assembled in Boston Jan. 4, and decided that the next annual meeting should be held July 9, 10, 11, 1879. The place chosen is Fabyan's, White Mountains, where railroad and hotel accommodations can be made satisfactory to a committee of the Institute. If such accommodations can not be made, then the committee will call the meeting at some other suitable place.

MISCELLANEOUS.

The Rev. George Thacher, Ex-President of the University of Iowa and a brother of Professor Thacher of Yale College, died at Hartford, Ct., Dec. 26, after a long illness.

Prof. Henry A. Ward, of Rochester, has started on a three-months' tour in foreign lands. He first goes to Europe and then sails for South America, where he will collect botanical specimens for the Brooks Museum in the University of Virginia.

Philadelphia appropriates this year one million dollars for her schools and abolishes salaries for musical instruction.
The twenty-sixth annual meeting of the Illinois State Teachers' Association was held in Springfield, Dec. 26, 27, 1875. Dr. Robert Allyn, Carbondale, President; Sarah E. Rymond, Bloomington, Secretary.

The Association was welcomed by Governor Calhoun, in an address which exalted the teacher's calling and showed the necessity for a compulsory law in education.

The President, in his annual address, discussed in an able manner "The Educational Problem—Infant and Adult." The following is a brief synopsis of his address:

After considering the limitations placed on education by the short time to be spared to study, and alluding to the criticisms made upon the present methods of education, Dr. Allyn called attention to what the people expect the schools to accomplish. "A short answer to this is the oft-repeated quotation from Hume: 'We may assume that all writing is done to prepare the minds of race for the true contemplation of matter.'" He then goes on to say that this statement affirms that we must prepare the mind to be prepared to magnify the offices both public and private of peace and war. In his opinion the school is to assist the community to make all its children, young, wise, skillful, moral, law-abiding and enterpriseing citizens. After making the largest discernment that can be made of the utilities and purposes of education, he states that more than two-thirds of our pupils never enter on our public education before six, and quit it forever at fourteen.

What can a child be expected to learn in these eight or nine years of such fragmentary education? The time is at hand when these remarks will be the more important, because we are almost an insurrectional age, and must all unite to make the schools serve the public interest. In the year 1874, nearly two-thirds of our pupils never enter on our public education before six, and quite one half before nine years of age.

The President then turned to the question of the improvement of English orthography and the necessity of a pure, complete, and unalterable system for the study of English. He followed this up with a reiteration of the necessity for a compulsory law in English, the base of all languages, as Jacob Grimm said, and failed in all but spelling to be universal. The Japanese have talked of adopting it, if reformed. Because our spelling uses more letters than are necessary, our writing and printing is superfluous; our spelling deducts from our capital in time of acquiring it, and taxes a fraction of one-sixth of our printing and books. Because our spelling obscures the etymology of words.

Objections were met. 1. That reform will shatter all literature; reply, time shelves all books but the best, and these are brought forward in new spelling. We do not read old books to reach old minds. Besides, change comes slowly. 2. That we lose etymology; reply, no language is fixed or can be. 3. That you lose distinction of words sounding alike but spelt differently; we have no difficulty in distinguishing them by sound, and we shall gain in words like lead, tear, etc. 5. That new words will be uncertain; reply, that will only kill us. 3. That new letters will be unscriptured; reply, is found the Roman alphabet sufficient, with additions, accents, etc. 6. Reform will remove old irregularities and inconstancy; reply, the present spelling is inconvenient, and we may well bear the inconvenience if we get a great benefit. Prof. Whitney says, "Break down the false but communicative system now in use, and let us have the pure and consistent."

In the discussion of the question, many topics were discussed: the Japanese have talked of adopting it, if reformed. Because our spelling uses more letters than are necessary, our writing and printing is superfluous; our spelling deducts from our capital in time of acquiring it, and taxes a fraction of one-sixth of our printing and books. Because our spelling obscures the etymology of our language. A fragmentary day's study is the business of all who accept it.

Though the President has dwelt at length on the general subject of orthography, he has not, in his address, questioned the general principles of reading and spelling. Reading is the key of knowledge; all hindrances to learning to read are hindrances to knowledge. Hilpert says in no other language are spelling and sounds so widely different as in English; an Englishman never knows how to pronounce a single syllable without the whole word. Years of valuable time were wasted on us; yet we have few good readers and no perfect spellers, for no man can spell every word. Because reform will improve pronunciation, since we must attend carefully to it as it becomes the guide to the new spelling. Because our bad spelling hinders us in learning reading and spelling. The President thus concludes his address with an appeal to reform.
It is his practical and well-written paper that will prove so very useful, not to make it more skillful and productive. The grand aim of education is to make one a man. Teach him what will make him a man. The aim of education is to make one a man.

The next place of meeting was left in the hands of the executive committee. The Association resumed its session Friday afternoon at 2 o'clock. Prof. S. H. White, the Chairman, submitted a report of the result of the competitive examinations held under the auspices of the Association last year. After brief speech the report was adopted and the following committee appointed to complete the further plans in regard to the examinations and make a report:

Messrs. S. H. White, H. L. Boltwood, M. H. Smith, D. H. Harris, and Mrs. C. E. Larned.

Miss Mary Allen West, Supt. of Schools of Knox County, presented an excellent paper on "Country Schools." This was followed by a paper by Prof. Lee C. Allen, of Champaign University.

The report of the Committee on Examinations was presented and adopted; it as follows:

1. That the same be changed from competitive to comparative examinations.
2. That the Association invite the State Superintendents to act as chairman of a committee of six, five of whom are to be named by the President and are to represent the different departments of the educational work.
3. That the arrangements for the examination for the coming year be left to this committee.

The committee on resolutions reported the following among others, all of which were adopted:

Policy. That while we believe that measures should be taken to make county supervision more effective, and that the whole time of an efficient superintendent should be given to the management and supervision of the schools of the county, we are of the opinion that these results will be best attained by fixing a high standard of qualification for the office of county superintendent and then leaving the matter to be occupied in active supervision.

By the President of the Association, executed by the President of the Association, was presented to the Association the following resolutions:

That six Normal Universities and Normal Schools are doing excellent service, by spreading throughout the state the improved methods of instruction, and we shall regard any measure adopted to impair their usefulness with the greatest apprehension and as fraught with disaster to the schools of the state.

A half hour was occupied by Prof. M. L. Seymour, of the Northern Illinois Normal, in reading and illustrating a paper entitled: "Practical thoughts about Chemistry." He urged the advantages of teaching the elements of chemistry in the schools, and gave some very practical suggestions in regard to introducing such instruction. He exhibited some very simple apparatus which at a merely nominal cost would be sufficient for very interesting experiments.

Prof. T. J. Burrill was appointed as Railroad Secretary.

The afternoon program closed with a discussion on the subject: "Compulsory Attendance at School." This was opened by E. A. Haight, superintendent of schools, Alton, who delivered a carefully prepared address, logically and forcibly arguing in favor of compulsory education. The discussion was continued by D. H. Harris, superintendent of schools, Jacksonville, who also advocated compulsory education.

This was followed by a speech by the President, Dr. James B. Angell, President of the University of Michigan.

Taking as his subject: "The Reflex Influences of the Teacher's Profession," he proceeded to enumerate its disadvantages, and at once gained the favor of his audience by a display of wit as enjoyable as it was surprising. Among these disadvantages he considered the limits placed upon developments and attainments, the tendency to work in ruts, the conceits of experienced teachers, the exaggerated professional ways of some, their despondency about youth, and the tendency to become recluses.

In discussing the advantages of the profession he eloquently showed that it stimulates to development, both of the material on which, and in which it work, no attainments being superfluous. Teaching stimulates to greater attainments by leading the teacher to seek a variety of methods. Other ad-
AN AIR CASTLE.
I build a house in my youthful dreams,
In a sunny and pleasant nook,
Where I might listen the whole day long,
To the voice of the gurgling brook;
A cottage, with a window and airy rooms
And broad and shining floors—
A house with the hidden charms of home
And the freedom of out-of-doors.
Fair morning-glories climb and bloom
At will by the eastern eaves,
And on the doorstep and window-sill
To roost shall their leaves.
And fair old-fashioned lilacs toss
Their purple plumes high,
While honeysuckles drop their sweets
On every passer-by.
Down at the end of a pleasant path,
Is a group of evergreen trees—
Pine and hemlock, and spruce and fir,
With their spicy fragrances;
And, sweetest picture of calm content,
That mortal ever saw,
Under a low-boughed apple tree
Is a honey-sweetening bee.
I have pictured it all a
That ever I was born—
That mortal ever saw.
Believe me, but I never shall own the pleasant home,
I shall do it a hundred more;
And, sweetest picture of calm content,
That mortal ever saw.
It is fate's unbending law;
I shall never see the apple tree,
Nor the honey-sweetening bee.
But yet in the airy realm of dreams,
There is heaven for me—
But never a dream of mine came true—
I have but to close my eyes to find
But I never shall own the pleasant home,
I shall do it a hundred more;
And, sweetest picture of calm content,
That mortal ever saw.
It is fate's unbending law;
I shall never see the apple tree,
Nor the honey-sweetening bee.
But yet in the airy realm of dreams,
There is heaven for me—
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But yet in the airy realm of dreams,
There is heaven for me—
But never a dream of mine came true—
I have but to close my eyes to find
But I never shall own the pleasant home,
I shall do it a hundred more;
And, sweetest picture of calm content,
That mortal ever saw.
It is fate's unbending law;
I shall never see the apple tree,
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