Editorial.

It is unnecessary to state in this department that the views advanced by correspondents and contributors to the Weekly may or may not be in harmony with the views of the editors. The Weekly does not hold itself responsible for any expression of opinion, unless such opinion be published without signature, as editorial. And it would regard it as lamentable if there were not enough of spirit manifested in the different departments of the paper to call out an occasional rejoinder, and now and then a lively discussion. Let us hear what can be said on both sides of a question, if there are two sides (and there is no need of saying anything if it must be only what everybody will consent to), only let the discussions always be conducted in a dignified and courteous manner. Two weeks ago we presented the other side of the Spelling Reform question. Supt. Marble said some very sensible things, and even though the Weekly has committed itself on the side of the Reform, yet it gave a column with pleasure to a counter argument. This week the moral question again comes to the front, and this time the rare argument is made that we may make too much of teaching morality as a specific thing to the children of our public schools. The two articles should be read with patience and reflection. There may be a stern truth in the position taken, and if so it is well that it should be made plain. The stand taken by the Weekly on this question is also well-known; and here, at least, there has been no change of editorial opinion. On the question of higher education for women, the Weekly has claimed to be misunderstood, and wishes now simply to add that not only for the higher, but for the highest education of every intelligent man or woman it is and will be a ready advocate; and at the first opportunity will speak more fully and explicitly in defense of that cause.

We can not say that we favor compulsory education. In the country districts it would be impracticable and in the cities it would destroy that system which has for its central idea the suspension of pupils for misconduct. Were a few of the boys who hang around our school buildings and make life a burden to the residents of the vicinity compelled to attend school, the discipline would be ruined in a fortnight and the minds of comparatively innocent children dissipated and corrupted.

All that we need in a large city is a truant school for incorrigibles, at which attendance should be compulsory, and a truant officer for each school or group of schools, simply to inquire the cause of a child's absence, and be a medium of reliable communication between the homes of irregular pupils and the school.

This plan was proposed some years ago; yet, notwithstanding the fact that the majority of our criminals are juveniles, nothing in the way of legislation has been attempted to remedy the evil and conserve the interests of truant and wayward boys.

Demagogues have wept crocodile tears over the hordes of boys that infest the streets, and yet they refuse to take a single step toward directing them upon the right road, but point with a hypocritical snivel at the high schools as the cause of so much juvenile misfortune. The remedy suggested would be easy and inexpensive. A truant school is surely as legitimate as a school for mutes, and as to the truant officers, the stalwart forms of the regular police would not be seriously encumbered by a duty which would be more pleasant and interesting than that of mere side-walk inspection.

A BILL introduced by Mr. Bower of the Illinois House of Representatives bears the following title:

"For an act to provide uniform School Text-Books, and to provide for preparing the manuscripts, cuts, plates, and maps, and publishing, and the distribution of the same."

Notwithstanding the ungrammatical title this is not a bad bill. Section 1 provides that "the Superintendent of Public Instruction shall, within thirty (30) days after this act goes into effect, appoint a commission consisting of three (3) competent persons, whose duty it shall be to prepare or cause to be prepared, the manuscript, cuts, maps, and other materials, needed for the series of text-books, suitable for all branches authorized and required to be taught, viz.: Orthography, reading, writing, arithmetic, geography, history, English grammar, physiology, and such other text-books as are now used in schools in accordance with law."

Section 2 provides that the compensation of each commissioner shall be $2,500 per annum. Provided that we are appointed on that commission, the author of this bill shall be our right bower hereafter.

Section 3 is mere iteration.

Section 4 names the books, "The Illinois Series of School Books;" not a bad name, by the way.
Section 5 provides for the employment of assistants to the commissioners.

Section 6 relates to bids and specifications.

Section 7 contemplates the discharge of the commission after the completion of their work—an improbable contingency.

Section 8 refers to copyright.

Section 9 defines the term of contract.

Section 10 states the media of advertising for bids.

Section 11 places the bond of contractors at from $20,000 to $75,000.

Section 12 relieves the state of liability and fixes it on the county superintendents and their bondsmen.

Sections 13 to 18 refer to the details of manufacture, supervision, and distribution.

Section 19 makes the use of the books imperative under penalty of loss of state school fund to the recalcitrant district.

Sections 20 to 22 relate to sale of the books and the employment of clerical force.

We trust that this bill will receive from our legislators attentive consideration. We do not know that a measure of this nature has been successful in the United States, but we do know that such a series has been eminently successful in Great Britain in the national schools. The excellence, cheapness, and uniformity of the text-books in use in the national schools of Great Britain and Ireland, the condensation of matter, the directness with which the subjects are treated—the *multum in parvo* character of each little volume would make the heads of our American book-builders swim with amazement. A better treatise can be bought there for 4d. British than can be purchased here for $1.25. And why? Because comparatively disinterested men, with no hobbies, with the general good only in view and bent on economy of time and money, have compiled the works and the nation furnishes them at cost to its juvenile subjects.

Now what has been done in Great Britain can be done in Illinois, and that is to supply a uniform series of school text-books at cost price to the children of the state, and thereby, hereafter, avoid the expense and vexation of frequent change of text-books, which changes are perennial in case of a fixed residence and inevitable in case of removal even to an adjoining district. This latter evil, though not made prominent in educational journals, is one that the parents have keenly felt for years, and occasionally aired through the more independent daily press.

It may be said that it will be difficult for a commission to compile these text-books, that the talent may be wanting in Illinois, and that the law would, through incapacity or disagreement, be inoperative. Well, now, if there are three experienced teachers in Illinois who could not, during the next summer vacation, draft a better series of school books than any, and better series than all of those now in use in Chicago, for instance, they would deserve to be kicked across the big bridge and compelled to spend the rest of their days in the deplorable state of Missouri. If enterprising publishers can do no better than this, is it not time for the state to take hold and lift us out of this slough of extraordinarily defective and exorbitantly expensive text-books?

It may be said that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.

School-book publishers have plucked the people long enough. The day of their almost total extinction is not so remote as they proudly imagine. How can they afford to buy legislatures and city school boards? How do they manage to support so many expensive agents? How do they afford to pay such enormous sums for advertising? How does each firm manage to retire a set of partners every few years? The sums represented by these measures should remain in the pockets of the people of the state, and may so remain if Mr. Bower's bill becomes a law and its provisions are judiciously carried out. Then, teachers of Illinois, in the name of independence of publishers, of immunity from their bores of agents, and cheap and uniform text-books, let us "haste to the Bower."

**ELEMENTARY INSTRUCTION.**

Reference was last week made to the complaints of unskillful teaching in the lower grades of school work and of too much time spent upon the "common branches." Whatever of validity there may be in the latter criticism, it is due to the cause alleged in the former. The so-called common branches are the foundation of all subsequent studies and of all future progress in mental growth. Their right purpose in early teaching is to train the faculties, to form the mind, to clear the way, and inspire the will for all other efforts and achievements. Rightly employed, these branches afford a kind of preparation and discipline for which no substitute can be found. They constitute the curriculum of the "people's colleges." To read and rightly to interpret the mother tongue, to write it legibly and freely, to express thought concisely and accurately in both the oral and written forms, to use the nine digits and their various combinations with precision and facility in the affairs of life, to learn the distinction between debit and credit, to employ the hand and the eye in the correct reproduction of the manifold forms of the visible world of matter and the invisible world of the imagination, to inspire the love of learning and the practice of virtue, to aim at what is noble, to shun and despise that which is mean, until these acts become habitual,—these and nothing less than these are the true ends of elementary instruction. These great acquisitions indicate the uses of reading, writing, drawing, number, book-keeping, and, withal, of the spirit of a high-minded, skillful teacher of the young. They, with a few others not necessary to specify, are the common branches of the common people, a vast majority of whom can never expect to go farther while in school, the wise employment of which is the primal duty of the school, and the attainment of which by every child would defeat its true ends. The truth is that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.

It may be said that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.

School-book publishers have plucked the people long enough. The day of their almost total extinction is not so remote as they probably imagine. How can they afford to buy legislatures and city school boards? How do they manage to support so many expensive agents? How do they afford to pay such enormous sums for advertising? How does each firm manage to retire a set of partners every few years? The sums represented by these measures should remain in the pockets of the people of the state, and may so remain if Mr. Bower's bill becomes a law and its provisions are judiciously carried out. Then, teachers of Illinois, in the name of independence of publishers, of immunity from their bores of agents, and cheap and uniform text-books, let us "haste to the Bower."

**ELEMENTARY INSTRUCTION.**

Reference was last week made to the complaints of unskillful teaching in the lower grades of school work and of too much time spent upon the "common branches." Whatever of validity there may be in the latter criticism, it is due to the cause alleged in the former. The so-called common branches are the foundation of all subsequent studies and of all future progress in mental growth. Their right purpose in early teaching is to train the faculties, to form the mind, to clear the way, and inspire the will for all other efforts and achievements. Rightly employed, these branches afford a kind of preparation and discipline for which no substitute can be found. They constitute the curriculum of the "people's colleges." To read and rightly to interpret the mother tongue, to write it legibly and freely, to express thought concisely and accurately in both the oral and written forms, to use the nine digits and their various combinations with precision and facility in the affairs of life, to learn the distinction between debit and credit, to employ the hand and the eye in the correct reproduction of the manifold forms of the visible world of matter and the invisible world of the imagination, to inspire the love of learning and the practice of virtue, to aim at what is noble, to shun and despise that which is mean, until these acts become habitual,—these and nothing less than these are the true ends of elementary instruction. These great acquisitions indicate the uses of reading, writing, drawing, number, book-keeping, and, withal, of the spirit of a high-minded, skillful teacher of the young. They, with a few others not necessary to specify, are the common branches of the common people, a vast majority of whom can never expect to go farther while in school, the wise employment of which is the primal duty of the school, and the attainment of which by every child would defeat its true ends. The truth is that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.

It may be said that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.

School-book publishers have plucked the people long enough. The day of their almost total extinction is not so remote as they probably imagine. How can they afford to buy legislatures and city school boards? How do they manage to support so many expensive agents? How do they afford to pay such enormous sums for advertising? How does each firm manage to retire a set of partners every few years? The sums represented by these measures should remain in the pockets of the people of the state, and may so remain if Mr. Bower's bill becomes a law and its provisions are judiciously carried out. Then, teachers of Illinois, in the name of independence of publishers, of immunity from their bores of agents, and cheap and uniform text-books, let us "haste to the Bower."

**ELEMENTARY INSTRUCTION.**

Reference was last week made to the complaints of unskillful teaching in the lower grades of school work and of too much time spent upon the "common branches." Whatever of validity there may be in the latter criticism, it is due to the cause alleged in the former. The so-called common branches are the foundation of all subsequent studies and of all future progress in mental growth. Their right purpose in early teaching is to train the faculties, to form the mind, to clear the way, and inspire the will for all other efforts and achievements. Rightly employed, these branches afford a kind of preparation and discipline for which no substitute can be found. They constitute the curriculum of the "people's colleges." To read and rightly to interpret the mother tongue, to write it legibly and freely, to express thought concisely and accurately in both the oral and written forms, to use the nine digits and their various combinations with precision and facility in the affairs of life, to learn the distinction between debit and credit, to employ the hand and the eye in the correct reproduction of the manifold forms of the visible world of matter and the invisible world of the imagination, to inspire the love of learning and the practice of virtue, to aim at what is noble, to shun and despise that which is mean, until these acts become habitual,—these and nothing less than these are the true ends of elementary instruction. These great acquisitions indicate the uses of reading, writing, drawing, number, book-keeping, and, withal, of the spirit of a high-minded, skillful teacher of the young. They, with a few others not necessary to specify, are the common branches of the common people, a vast majority of whom can never expect to go farther while in school, the wise employment of which is the primal duty of the school, and the attainment of which by every child would defeat its true ends. The truth is that it is not good public policy to have the state compete with private enterprise, and that the publishers already in the field have vested rights. The same line of argument would prevent penitentiary convicts from working at any useful trade, and preclude the suppression of robbers on the high way.
and where skill and care are most needed, we fail to employ them. Any amount of time spent in unskilful teaching is too great, however limited it may be, because the time itself is not only wasted, but it is expended in perpetrating injuries that can never be repaired. Here are truths that are vital to the success of the whole scheme of education. Wherever in the operation of the complex system there is failure, suspicion may justly fasten its cause upon the disregard of fundamental principles. We are attempting to perform the most important, the most delicate and difficult part of the work of forming the minds and habits and building up the characters of the young through unskilled and immature agencies. We are making a bad beginning. The bad ending ought to surprise nobody.

But how are these radical defects to be remedied—avoided? Not by expending the major part of our strength upon so-called higher education, not alone by building high schools, multiplying colleges and universities. We cannot perfect these superstructures until we have first perfected the foundations. For the next generation the material and moral power of this nation should be largely directed to extending and perfecting elementary instruction, to providing skilled laborers and properly adjusting the machinery of our common school system. We are contending for a thorough common education of the common people, in the common branches by the most direct and effective methods. We, must to accomplish this, rear and train elementary teachers for their special field and not for one above it. The preparation of this class of teachers must be rigorous and thorough within the sphere of their duties, but not beyond it. If they aspire higher they must grow to it. The graduates of colleges and universities feel themselves educated above the sphere of elementary teaching even if they have had any special preparation for it. As a rule, they have little taste for the three R's and little sympathy with those who need to learn the powers of these initials. Their financial aspirations are beyond the resources of the elementary schools. Their professional skill has not been necessarily improved for this work by association with studies and methods totally inapplicable to the case in hand. The high schools, colleges, and universities have a work and a mission altogether different to the weighty problems of elementary instruction. The art of true elementary teaching is the finest of all the fine arts, because it deals with the most delicate materials that the mind can conceive. It is the highest and most difficult of specialties. It demands peculiar qualities and a peculiar preparation. It works upon human intelligence and human sensibilities when their need of guidance and control is the greatest, when their possessors are the most weak, dependent, helpless. Hence it follows, that the elementary teacher, using the term in its broadest sense, must be made the subject of a peculiar and special preparation, a preparation suited to the nature and importance of his future calling. He must be led to observe, understand, and interpret the phenomena of childhood. He must be brought into hearty sympathy with it, must learn its capabilities and study its needs. He must learn to inspire his pupils with his own lofty ideals and generous, unquenchable enthusiasm. To enumerate the qualities essential to a truly skilful teacher of children would demand a portraiture of a consummate artist working with the most delicate materials and subtle forces that God has created.

Suffice it to say that we are here treading upon the ground that should be faithfully tilled by the normal schools. When, more than three centuries ago, the conception of this agency had its birth in the hearts of the great reformers, it was that it might be employed for improving the education of the common people. When, a century later, the Abbe de Lasalle established his Pattern school at Rheims, it was with the same object in view. When Frederic William III., of Prussia, found his dominions humiliated and exhausted in his war with Napoleon, his first step at recuperation was the improvement of the people’s education through the agency of training schools for elementary teachers. When Horace Mann on his return from Europe sounded the key note of reform in American education through his famous Seventh Annual report, that key note was struck in behalf of seminaries for the adequate preparation of common school teachers. And now in this year of grace 1879, if we find a lack of skill in our elementary instruction, we must hold the normal schools to their true design and proper work. We must increase their number, improve their organization, and reform their management. Where we want one teacher of algebra, Latin, German, or the calculus we need one hundred ingenious, skilful, faithful teachers of reading, writing, arithmetic, drawing, book-keeping, manners, and morals. To meet these wants we require more normal schools for elementary teachers, and we need that they should do the work whereunto they are sent. We want no elementary courses abolished, but we do want them properly carried out even at the expense of abolishing the higher ones. We want a more careful, thorough, and painstaking investigation of the subjects, principles, and methods concerned in good elementary teaching. We want the true theory of education better taught and its practice at the normal school more sustained and carefully criticised. We want their pupils sent forth better furnished with professional ideas and practical skill. We are urged to stand by these schools. Certainly, we will stand by them, but not by their short-comings and abuses. Let us rather stand firmly by the measures necessary for their reformation. Let us insist that they shall not be cramping schools and that their plans and policies shall not be shaped by men profoundly ignorant of and indifferent to the weighty problems of elementary instruction. The art of skilful teaching, managing, and governing children is as rare as it is difficult in practice. It can be imparted and acquired only where the appliances are at hand and the conditions are favorable. It cannot be done in a mere incidental manner. Most of our normal schools are only on the “ragged edge” of their true work. While under the control of political “rings” and “jacks of all trades” but the right one, they can do no better than they are now doing, and the complaints of a lack of skill will continue to be uttered in vain. If there be any branch of the educational service that should be controlled more exclusively than another by experts, by men of noble purposes and singleness of aim, that branch is our training schools. A reform in this direction is the thing that every true friend of our public schools may well be urged to stand by. Our normal schools do not realize a tithe of their practical possibilities. They will continue to do so until rescued from the control of scheming politicians and educational pretenders from the other walks of life.

In 1876 a compulsory education act was passed in the British parliament, to come into operation gradually, the full working to be delayed until 1881. After that year no child between the ages of 10 and 14 is to be employed in any labor unless he has passed an examination in the “fourth standard,” a grade in London public schools which comprehends a moderately good knowledge of what are called in America common school branches.
MORAL TRAINING IN SCHOOL—THE OTHER SIDE OF THE QUESTION.

MRS. E. J. EVERTT, Yankton, Dakota.

On reading an article in the Weekly on the above subject; and after thinking it over and over, I must differ somewhat with the writer.

According to my own observation, the greater part of the most hopeless and abandoned inebriates is composed of men of good birth, fine culture, thorough education, and unlimited, God-given natural ability. Every fiber, tissue, and function of their structure is well understood by them, as, also, the effect of any or all stimulants upon the same.

What shall we do then, if, "To know thyself" doth not save thyself? That such knowledge should be imparted to the young, thoroughly and understandingly, I admit. But I cannot admit it as the way to save from the vice of intemperance.

The teacher must live the life before his pupils that he points out to them. Their present and future good must be as dear to him as his own. His heart must feel for their weaknesses and failures as for his own. He must teach for something besides money. He must know by his own intimacy with the Great Teacher that he is fitting himself into the identical niche that God planned expressly for him; and that by so doing he is working out the Great Plan just as effectually as the most faithful pupil or foreign missionary. He must teach and preach; not only orally, but by the purest of practices and faithfulness of lives. To this end, a teacher to be successful in instructing and saving, must consecrate his life,—his heart to the work. And while I do not recommend the life of a recluse, I do claim that a teacher cannot divide his interest and time between his work and the world, or society.

The more important work is undone, when only the head is educated. The education of the heart can only be accomplished through Him who is able to subdue all hearts. I am aware that this is the name of those who think differently; but in the Harvest Home, if we find all of these "little ones," our work will have been well wrought.

BY "PRISM".

All admit its necessity. Few admit its actual existence. The pessimists of to-day have so strong a voice that they are making many parents anxious beyond endurance because, forsooth, of the hidden, seductive sins of a child's school life. Every man and woman of you look back to your own child-life and compare it with the life of a child in the same plane, of the present age. Does not the comparison go against you? Moral Training? Do we not have it? Do not thousands of children go to school at a given time, accomplish their tasks under direction, sit under authority, obey rules every letter of which is conducive to law and order? Is that moral training? Think of them as members of a society in which standing depends upon merit and industry. Does a republic need much more for her citizens? Besides, give the lessons themselves—reading, writing, ciphering, history, geography, grammar, and what more can you expect teachers and schools to do?

The above is our duty and is necessary, but when we have thrust upon us the dogmas and creeds of sects, and the various reforms of the day, we are driven into a field too large for us to get over. The schools are for all, irrespective of sex, color, religious tenet, or what their parents drink. Temperance in opposition to excess in eating, running, jumping, dancing, studying, drinking, be it water or spirits, is taught. The rules enforce it; the time for play is too short to admit of too violent exercise; the changes in classes too frequent to allow detrimental dwelling on one subject. But to single out alcoholic intemperance as a subject to be preached and argued against, would most likely have the effect of inducing many to prove its evil effects after leaving school. And a delicate task it would be, too, if (as has been the case) the brightest and best behaved pupils were children of liquor merchants.

The grand moral element is self-control in everything. To pass through a notion store with a full purse and not buy a pretty knick-knack because conscious of needing the money later, to leave a charming assembly early because of duties next day, to close a fascinating book, or cease a much-loved occupation, in order to be fresh for work in the morning, to keep back an angry reply to a provocation, require as much self-control and should have it, as to refuse a glass of sherry when cold, or a mug of ale when tired and warm. To be provident, to be careful for next day's work, to control self at the present for the sake of the future, is rather the aim of civilization than to attempt the impossible role of living without stimulants of some kind. We are to fit children for honest, self-supporting citizens, and to accomplish this we are not to preach to them of total abstinence in any one direction, but to practice them in self-control in everything, self-reliance and self-government under all circumstances; and there our duty ends.

NATIONAL SCHOOLS.*

HON. B. G. NORTHROP, Connecticut.

"Amercians have no National System of Education," is the slur one often hears in Europe. To this criticism, my ready answer was, we need none and are fully determined to have none. The maintenance and control of schools has never been the aim of our National Government.

Our local independence and repugnance to federal interference and our complete state sovereignty in educational matters, is an enigma to Europeans, being in marked contrast to their traditions and usages. In England, for example, the school board of any town or city may not select a site, build a school house, or prescribe the amount of a school fee without the sanction of the National Educational Department. But the complete decentralization of the American school system, though a point of weakness in European eyes, is, in fact, a prime source of its strength. The fact that our schools are wholly in the hands of the people, supported by the funds they raise, controlled by officers chosen by them and responsible to them, is a leading element of their prosperity. Though certain bills recently introduced into Congress indicate that a few would welcome European centralization and control, the general public sentiment of the country has so long been growing in favor of the unfettered working of state systems, that this has now become our settled policy, which no lobbyist in Washington can change if it would, and should not if it could.

If a strong central government be essential for an ignorant nation, an intelligent people can govern themselves. In America, the success of schools in each state will depend upon the intelligence and consequent appreciation of its people. One of the worst legacies left by slavery is that of ignorance, and consequent indifference to schools, or rather of insensitivity to the evils of...
illiteracy or to the advantages of education. Shall the admitted
school destitution of the South, or of some new western states,
be promptly removed by federal agency, or more gradually sup­
planted by developing a proper local public sentiment? In the
past, states and nations have been slow in learning the lesson
that alike to individuals and peoples, ignorance means waste and
weakness, if not pauperism and crime, and that education tends
to economy, thrift, and virtue.

But there is a great acceleration in the working of moral
and intellectual forces so that now in a decade, sometimes in a single
year, are accomplished broader results than formerly in a century.
The day for coercion and dictation is passing. The growing as­
similation and power of public sentiment is felt the world over.
It has broken down the walls of China, the isolation of Japan,
the serfdom of Russia, the slavery of America, and is now rapidly
relaxing the grasp of tyranny even in that center of oriental
despotism, Turkey. But nowhere else is public sentiment so
supreme in its influence as in America, and never before has that
sentiment been so strong in favor of the support of free public
schools as to-day.

A striking illustration, both of the difference and power of
public sentiment, was furnished more than a century ago by the
replies sent by two American colonies to questions put by the
English Commissioners for Foreign Plantations. The Governor of
Virginia replied, "I thank God we have no free schools or
printing presses, and I hope we shall not have these hundred
years." The Government of Connecticut answered, "One­
forth the annual revenues of the Colony is laid out in main­
taining free schools for the education of our children." Accord­
ingly, till after the late civil war, Virginia had no general public
school system. Thomas Jefferson prepared with his own hand
a bill for a free school system, of which he said, "By this bill,
the people will be qualified to understand their rights and
to maintain them, and to exercise with intelligence their parts
in self-government. Provided for all children alike, rich and poor,
the expenses of these schools will be borne by the inhabitants
of each county, in proportion to their general tax-rates, and all this
will be effected without the violation of any individual citizen." Jefferson caused the words, "Founder of the University," to be inscribed on his tombstone, but he placed a far higher estimate on free schools than on "superior
education." The long neglect of public schools so manifestly
checked the growth and prosperity of the Old Dominion, not­
withstanding her vast natural resources, and created so marked
a contrast between her and other states far less favored in all the
elements of material prosperity, that the logic of events has at
last swept away these objections and converted old opponents to
friends and supporters of free schools. At length Virginia re­
joices in a free public school system. The progress of her public
schools since the war is remarkable, accomplished in the face of
prejudice, ignorance, and great financial embarrassments, for
Virginia had her full share in the loss of over "three thousand
millions of dollars sunk by the Southern States by the war," an
amount larger than all the property of New England. To the
question, How can schools be organized for the Southern States,
without Federal aid or interference? the answer is, Look at Vir­
ginia, especially the schools of Richmond, Petersburg, Lynch­
burg, Stanton, and Norfolk. Public sentiment there has been
revolutionized. The common schools are growing in favor.
Prejudice, opposition, and penuriousness of course still exist, but
are evidently waning. I inspected most of the schools of Rich­
mond with as much delight as surprise, alike in view of the inter­
est of the pupils, the culture of the teachers, and the excellence
of the schools. Private schools have greatly diminished and
the children of the rich generally attend the public schools.
Considered as the growth of eight years, the Virginia system is
a most gratifying work. In the light of such facts, and in view
of the rapid working of intellectual forces in this age and coun­
ty, and the growing power of public sentiment, shall the most
illiterate portions of our land be reached by national schools
supported by national aid and in any way controlled by a Na­
tional Department? Shall the National Bureau of Education be­
come a Federal Department, enlarged and authorized to organize
and maintain a National University—or, with still greater expan­sion,
empowered to establish schools and distribute the income
from the sale of public lands, whether in proportion to existing
illiteracy, school attendance, or the length and grade of the
schools maintained?

Hitherto the National Bureau of Education has been simply
advisory. It has, and it was intended to have, no authority.
As an agency for collecting and disseminating needful informa­tion,
it has already done great good and promises to be still more
useful in the future. But the attempt to organize a National
University, support and direct local schools, or in any way in­
terefe with state systems, would end its usefulness, if not end
itself. Every true friend of this Bureau should protest against
any such "enlargement of the field of its operations." The prin­
ciple of state independence is too firmly fixed in the faith of all
classes to brook any federal interference in school matters even
in the states or territories most destitute and backward in edu­
cation. In an ill-conditioned community like that in New Mexico,
for example, still Mexican in their traditions, sentiments, and
peoples, juxtaposed, but not blended with the heterogeneous ele­
ments of a swarming immigration from all parts of the country,
not to say of the world, American ideas and institutions are yet
in their rudimentary forms and earlier stages of development.
Shall a Federal Bureau, at once, in European style, enforce there
its best plans of public schools, or leave them by a slower,asier,
and more healthful process, to work out their own salvation? As
the schools of every community answer to local public opinion,
their success must depend on the sympathy and appreciation of
the people. Public sentiment is a growth, not the creature
of power made to order of any sort or size, as some have talked of
"flat money."

PUBLISHERS NOTES.
The Estey Organ has enjoyed for years the prominence for beauty and
nobility of tone. Its power, volume, and expression, combined with an
attractive exterior and well tested durability of construction, render it all that
can be desired as a parlor, concert, and church organ. For eleven years past
the Estey has been the pet of our parlor. For family music we prefer it to
any other organ or instrument whatsoever. The General Western Managers
are Story & Camp, 188 and 190 State street, Chicago.

The Homoeopathic Pharmacy advertised in the Weekly is the Western
branch of the great Homoeopathic Pharmacy of New York, the most generally
patronized in this country. Works on homoeopathy or homoeopathic remedies
can safely be ordered of them by mail or otherwise.

Lovers of Plymouth Rock Fowls can obtain one of the finest strains of
that popular breed, and also be sure of honest dealing, by purchasing of J.
Dunlec, Austin, Ill., whom we know to be an honorable gentleman.

Cleanliness is next to Godliness. Politeness is the lubricator of business,
low prices a desideratum, and good food a great consolation. All patrons
find the above at the "Little Sherman" Restaurant, 133 Lake street, Chicago.
We testify that we do know.
Practical Department.

LIGHTING THE SCHOOL-ROOM.

To the Editors of the Weekly:

There are several important considerations which demand attention, the first of which is that there should be abundance of light. Not only the comfort and success, but the health of the pupils renders this imperative.

Nature in administering light from overhead indicates the true direction of light for general uses. The projection of the brow over the eye is the natural protection of this delicate organ from the direct ray. This being the only permanent safeguard which nature has provided cautions us to be careful in admitting light from any other direction.

The aesthetic sense is better satisfied with light from a single direction than from several, as by this arrangement the division of the surface of all objects into light and shade is simple, productive of harmony, and pleasing. This is more fully illustrated in the morning or evening when the oblique light gilds one side of all objects in the landscape, leaving the other in shadow, producing a general natural division which renders the morning and evening more enchanting than midday. Cross lights in a room are subversive of beauty both by destroying this simple arrangement of light and shade and by producing involved and unmanageable reflections. The best artistic effects require the light from a single direction and the aesthetic sense will not allow us to ignore this in the arrangement of the private dwelling, or the public hall; much less in that of the school-room, to which we consign childhood for the impressions which are to form it for manhood.

But from what direction shall the light enter the school room? If it was a picture gallery in which the beautiful creations were to be arranged on all sides, then unquestionably it should come from above centrally that all the pictures might be equally illuminated, and that the eye lifting upward toward the light should meet them in a subdued glow. Equally beautiful and serviceable is the effect if, with the light from overhead, the object to be viewed is placed before the eye. In most school rooms light from directly overhead is impracticable and for the chief work of the school an elevated side light is equally serviceable and more picturesque.

The work of the school-room demanding light is reading and writing, and the light should be so admitted that in this work pupils will have no embarrassments, from insufficient light, from cross lights, nor shadows. The writer should receive the light from the left that the point of the pen or pencil may not be obscured in shadow. Any one may be convinced of the importance of this by trying to write with his right side to the light. He will discover not only that the hand overshadowing the paper, but that an intensely black shadow keeps playing at the left of the point of the pen obscuring every word that is written. With the light from the left this is wholly relieved. That it may not shine directly in the eyes it should be admitted from the upper part of the window, the lower part being shaded. The room thus constructed will conform fully to the law of sunshine. The writer recently entered a school room being newly refitted, the seats being arranged so that the light should fall on the pupils from the right. On asking the reason for this arrangement he was informed that it was "to place the teacher’s desk near the door, the better to preserve order." It was the writer’s opinion that if this arrangement was necessary to the good order of the school, this particular door should be closed and one constructed at the opposite end of the room, and the seating order of the room reversed that the pupils might have the advantage of broad light rather than be obliged to work in perpetual shadow. This arrangement of elevated light from the left gives the fullest advantages of the light, in all the work of study.

In a school-room thus arranged the classess that stand to read and recite should stand with the back or side toward the light rather than facing it, that the light may fall on the book instead of on the eye.

If the light is admitted from the back of the room each pupil shadows his own work, while if it is admitted from the front of the room each pupil shadows the work of the pupil behind him. The writer recollects once having conducted an examination in a room lighted from the rear, and while the blinding light too strongly illuminated his face, that of each pupil was in strong shadow until he was obliterating all play of feeling so necessary between teacher and pupils in a successful school. This is true, he said, of how the school takes its motto, an irreproachable vow, never again to allow himself to work under such a disadvantage.

While the laws of unity and contrast require that the light shall fall from only one direction, its practical application in the pupil’s work clearly shows that it should come from the left.

SOMETHING MORE ON MORALITY.

To the Editors of the Weekly:

1. What is morality?
2. What constitutes a legal standard of morality?
3. How are superintendents to determine the normal character of an applicant for a teacher’s certificate?

CEDAR RAPIDS, IOWA, March 14, 1879.

1. We do not undertake to answer the above in one issue of the Weekly. Indeed, a book of huge dimensions might be written on the subject without exhausting it. Opinions are so diverse, not to say opposite, so varying according to time, place, and other “environment,” that instead of comparing others views we will state our own. A man who is the husband of one wife, and is true to her; the father of many children and supports them, who minds his own business and pays ten cents on the dollar, is tolerably moral now-a-days. And the woman who broils a beefsteak without burning it, refrains from scolding her husband, and keeps buttons on his shirts, is moral enough for all practical purposes.

2. There cannot be a legal standard of morality, any more than of beauty. Until immorality crosses the dead line of criminality, the law cannot cognize of it. Morality is a personal attribute and belongs to the class of points called “questions of fact for the jury.”

3. This is hard to determine, but much will depend on appearance. Clean finger-nails, combed hair, and polished boots are good indices of moral character in a teacher and of immoral character in a gentleman of leisure. A pointed moustache and dyed whiskers are a bad sign; and for our part, we always had a suspicion of bald heads. Perhaps superintendents had better take a cipher in which they can give a hint of a teacher’s character in a certificate, whose meaning might be unknown to the bearer.

The following story will illustrate our point:

Once upon a time, in Ireland, a young married man applied to his parish priest for a certificate of singleness, preparatory to his emigrating to a distant county. The priest, knowing to use such a common-place language as Latin or Greek, wrote the passport to the haven of matrimony in Irish, from the original of which we will spare our readers, but give them this free translation:

Behold, a solemn merry, From the wilds of county Kerry. He’s honest, good, and steady; He has one wife already, But marry him my brother, For he’s spoiling for another.

QUESTIONS AND ANSWERS.

To the Editors of the Weekly:

1. What countries besides the United States have written constitutions?
2. Is poll-tax collected in Illinois?
3. Why should President McMahon resign any more than President Hayes?
4. What principle of philosophy makes a billiard ball describe a compound curve?
5. What is morality?

CHICAGO, March 21, 1879.

1. We have no book of reference at hand to give an explicit answer to the first question, but our impression is that the South American republics and all the European nations except England, Portugal, Russia, and Turkey, now have written constitutions. Will one who knows tell us?

2. It is not, having been declared unequal under the new constitution.

3. Because the sense of ministerial responsibility to a popular majority as expressed in a representative body is keener in France than in the United States, as it is imperative in England. Moreover, the contingency is more squarely faced in the French constitution than in ours, and the mode of filling the office expressly provided for, and finally McMahon’s pride and sense of honor are large factors in his conduct of affairs.

4. We think that action and reaction, with a dash of resultant motion, and the fact that the angle of incidence is equal to the angle of reflection, will account for it. We would caution our fair correspondent, however, that much depends on how she “Engishes” her ball, and whether it is a “draw,” “push,” “carom,” “follow,” or “cushion” shot. And, above all, she should bear in mind not to “jaw” the balls, nor indulge in the hyper-professional trick of railing ‘nursing.”

The world wants to-day, more than anything else, courageous leaders, who know what to do and how to do it.—Prof. Baldwin.

It often happens that those are the best persons whose characters have been most injured by slander; as we usually find that to be the sweetest fruit at which the birds have been picking.
100 ARITHMETIC—LOWER FOURTH CLASS.

Value.

20 10

10 Explain 3$\frac{1}{2}$ of 2 pounds as the decimal of 75 dr. 12 oz.

15 4 Give your own ideas as to when you would use decimals, and when vulgar fractions, in the solution of problems.

15 5 Is 17 6/4 the sum of 3$\frac{1}{4}$ +56$\frac{1}{4}$ +79 3/4? If not, what error has been committed?

10 6 What is the l.c.m. of $\frac{1}{2}$, $\frac{1}{3}$?

10 7 If A can do a piece of work in 7 days, which A and B can do in 5 days, in how many days will B do the same work?

10 8 A farmer sells 7643 lbs. of hay at $9.50 per ton, and a pile of wood 6 feet high and 11 feet long, at $3.50 per cord. How much money does he receive.

100 ARITHMETIC—LOWER THIRD CLASS.

1 1 What is a fraction? What is a Proper Fraction? What is a Mixed Number? What is an Improper Fraction? What is a Complex Fraction?

2 2 Prove that $\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$

3 3 In making purchases I find I spend $\frac{1}{2}$ of my money at the first store, $\frac{1}{3}$ at the second, and $\frac{1}{4}$ at the third, and then have $15 left. How many dollars had I at first?

4 4 What is the total of the following bill: 3$\frac{1}{2}$ yards at $1.50; \frac{1}{2}$ at $1$.

5 5 Demonstrate that when we multiply the numerator of any fraction by a number, we increase the value of the fraction as many times as there are units in the multiplier.

6 6 Why do we invert the Divisor in the division of one fraction by another?

7 7 Simplify $\frac{2}{3} \times \frac{5}{6} \times \frac{2}{3} \times \frac{4}{2}$

8 8 If $\frac{1}{2}$ of my share of a farm is worth $500, and 1 $\frac{1}{2}$ of the farm, what is the value of the farm?

100 ARITHMETIC—HIGHER THIRD CLASS.

1 Why do you call $\frac{3}{4}$ of a pound, 47 cents how much money do I spend in 4 weeks?

2 Show that 7 times 5a. 3r. 10 per. is equal to the sum of 3a. 2r. 6per. 1a. 3r. 6. 3a. or 15 per. 1a. 2r. 27 per. 1a. 62 per. 14a. or 24 per.

3 Multiply 3 years 123 days 5 hrs. 17m. 45 sec. by 83.

4 A grain merchant buys at different times, 315 bus. 15 qts. 843 bush. 19 qts. 1,243 bush. 27 qts, and 734 bush. 7 qts of oats at 30 cents per bushel, how much money did he pay out?

5 What will 9,784 pounds of hay cost at $10 per ton?

6 It is sometimes convenient to separate the multiplier into factors. What are the factors of a number? What are three convenient factors of 1008?

7 If I spend $12 in 8 days, how many dollars will I spend in 3 full weeks at the same rate?

8 A pile of wood contains 1,356 cubic feet. What is the value of the pile at $1.50 per cord?

100 ARITHMETIC—HIGHER THIRD CLASS.

1 1 What is a number? What is an Abstract Number? What is a Concrete Number?

2 2 Reduce 37 yrs. 2 qts. 2 nails to inches.

3 3 How many pounds of wheat, oats, buckwheat, or clover seed to the bushel?

4 4 How many lengths of a pole 5 feet long will measure 2 miles 440 yards?

5 5 Draw a figure showing that there are 144 square inches in a square foot.

6 6 If my daily expenses are 50 cents how much money do I spend in 4 years 150 days?

7 7 Some lumber I bought cost me 2 cents per square foot, what did I pay for 3 boards each 12 feet long and 6 inches wide?

8 8 I pay $6 for one rod of land; what will I pay for 3 acres 3 roods at the same rate?

100 ARITHMETIC—SECOND CLASS.

1 1 Express in figures the number nine hundred and seven thousand two hundred and four.

2 2 What is multiplication? What names do we give to the different parts of a question in multiplication?

3 3 Since there are 520 feet in a mile, how many feet are there in 9 miles?

4 4 A grain merchant bought at different times, 347, 806, 973, 483, 927, 643, 872, 375, 769, 947, and 849 bushels of wheat. How many bushels did he buy altogether?

5 5 What does pronunciation teach us?

6 6 What is the total of the following bill: 23 dozen eggs at 15 cents a dozen, 7 pounds of butter at 23 cents a pound, 47 yards of cotton at 12 cents a yard, and 8 pounds of coffee at 30 cents a pound?

7 7 If 3 apples cost 9 cents, what will 27 apples cost at the same rate?
E D I T O R S.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portmouth, N. H.
I l l i n o i s—J. DeArmond, Principal Grammar School No. 5, Davenport.
I l l i n o i s—Prof. John W. Cook, Illinois Normal University, Normal.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Toulely, Sup't. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Sup't. Public Schools, Columbus.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.


THE STATES.

M I C H I G A N.—Gratitüde is counted among the northern counties of the state, but it has more life in educational matters than many counties more favored with educational facilities. At a late meeting of the county teachers’ association all but one of the sixteen towns were represented. Some teachers traveled nearly thirty miles with carriages, to attend the meeting. On the question of spelling reform they were equally divided, but pretty generally favored a proposition to have one examiner for each county, to be appointed by the State Superintendent.

The efficiency of the Bay City public schools is highly commended by the Chronicle and Tribune of that city. The high school building was erected in 1868 at the cost of $63,000. Last year it was enlarged and rendered much more convenient. There is in this building in the primary department, 231 pupils; in the grammar, 171; in the high school, 86; 488. The editor specially commends the writing in the primary department, and the instruction in arithmetic, which is according to the Grube Method.

March 15 a very interesting teachers’ meeting was held in the township of Marion, Livingston county. The editor of this department discussed “school organization and management” and the “metric system.” History, intellectual arithmetic, mathematical geography, spelling, general or a parate recesses, and whispering were discussed by Messrs. Reed, Clements, Van Dyle, and Smyth, teachers in the township.

The House has passed a joint resolution proposing a constitutional amendment which provides that when there shall be a sufficient amount in the school fund to equal all the state aid to all specific state taxes shall be added to and constitute a part of the primary school interest fund.

The State Agricultural College bill as finally agreed to in the Senate makes the following appropriations for the two years 1879 and 1880: Current expenses, $12,543.60; professor’s dwelling, $4,000; chemical laboratory, $5,000; botanical laboratory, $5,000; farmers’ institutes, $500; insurance, $500; library, $2,000; mathematics and civil engineering, $1,020; zoology and entomology, $500; chemical department, $1,000; horticultural department, $2,810; farm department, $5,166.64; building and repairs, $1,590; Total, $44,480.44. Of this $30,120 is to be raised by taxation in 1879 and $14,240 in 1880.

The schools in lisbon county are reported as doing good work. All the principals of graded schools are either graduates of the State Normal School or of the classical department of some college. An educational department is maintained in the county paper by the teachers, which is a valuable aid to them all.

C O S M O S, M E D I C A L, AND S C I E N C E.

To the Editor Chicago Weekly.

DEAR SIR—The following maxims have been given by the teachers this year. “Well begun is half finished.” “Duty before pleasure.” “Don’t follow others in doing well.” “It is better to bend than to break.” “All is not gold that闪光.” “Always speak the truth.” “He who eats cake and drinks.” “Crime is its own punishment.” “Hold on and hold out.” “Work for a purpose.” “A good name is better won by good deeds.” “Perform more than you promise.” “Little by little.” “Man is made for a man.” “Start right and go ahead.” “Improvement should be the object of all.” “Do not serve a man and wait to be served.” “Speak softly.” “Cure your difficulties.” “Let nothing divert your attention.” “Say well is good, but do well is better.” “I can’t, if I will.” “Relax for yourself.” “Do nothing which your conscience tells you is wrong.” The teachers are Prof. Walbridge, Miss Stilwell, Mrs. Wamsley, Miss Palmer, and Miss Easton. Prof. Walbridge is a very good teacher I think, but I do not go to school o’n him. I am in the grammar room. My teacher is Mrs. Wamsley. I think she is a real good teacher. I have not worked this very well but I hope you will overlook the mistakes.

Truly Yours,

DELL JEWELS.

BRO. WINEGELL: I was telling my little folks a few mornings since some of the good things you were doing for teachers, and so indirectly for the pupils. One of my little nine-year-old girls has written you—one if you deem best.

ILLINOIS.—Rock River Seminary, at Mt. Morris, passes into the hands of the Brethren.

Decatur is reaping the advantages of a straight-forward course in the management of her financial matters. Her entire school indebtedness consists of $15,000, and this has just been refunded at six per cent interest. Some of the Illinois towns that are endeavoring to repudiate their school debts would do well to study Decatur’s methods.

The amount of space given to Illinois in our Official Department this week must alone for the few items found here. Teachers in this state will find numerous important questions there answered, and we trust all will read the column carefully.

We are pleased to record the death of Prin. George P. Peddicord, of Wy- ant. After an illness of only nine days, he died on the 17th, aged 29 years. He was highly respected as a citizen, and stood among the best of the younger teachers of the state. He was possessed of a true Christian character, and was always a gentleman. His school work was thorough and systematic; he was faithful and diligent in the prosecution of his school duties, and very much beloved by all his pupils. All who knew him mourn his loss.

Morgan county organized a teachers’ association about six years ago, and during the past five years this association has held a regular meeting each month throughout the year, our summer as well as winter meetings being well attended. Besides this we have a teachers’ drill every summer consisting of three or four weeks. The following is the programme for the first Saturday in April: 1. Devotional exercise; 2. Music, Miss Hosack; 3. Recitation, Prof. Kraps; 4. English School System, Mr. Harker; 5. English Literature, Mr. Withey; Music, Prof. Higgins. P. M.—1. Music, Miss Dale; 2. Morals and Manners in School, Mr. Harney; 3. Life and Works of Bayard Taylor, Mr. Long; 4. Discussion, Resolved, That Illinois should adopt compulsory education. A. F. Messrs. Richardson and Smith. Neg. Messrs. Higgins and Gentry; 5. Music, Miss Brown; 6. Critic’s report. The above is a very good schedule of the sessions of our programme. This association, as well as the summer drill, is self-supporting, our county commissioners never having appropriated a dollar for the support of either.

HENRY HIGGINS, County Superintendent.

OHIO.—The following sentiments were adopted by the convention of city superintendents assembled at Columbus in January last:

WHEREAS, This convention holds these truths to be absolute and universal:
1. That the concern of parents for the good of their children absorbs and controls all other human interests.
2. That the welfare of the state depends upon the morality and intelligence of its people.
3. That to prepare children for successful and useful lives, and for the just performance of their duties in the primary meeting, and at the polls, good schools are indispensable.
4. That good schools cannot be secured without the direction and supervision of skilled experts; and
WHEREAS, The truth last named is further supported by experience and observation to the effect—
1. That while very great improvement has been made in the schools of the cities under supervision, the ungraded schools of the rural districts have made little advancement.
2. That in consequence of the improved condition of the schools of the states in which county supervision was first introduced, state after state has incorporated it as a part of its system of school administration, till at the present time it is a cherished feature of the school systems in three-fourths of the states of the Union.
3. That it is the common estimate of observers that one-half of the time of children attending the rural district school is wasted for want of the adaptation of each successive step of instruction to that which preceded and that which is to follow.
4. That the people of the rural district who are within reach of town or city schools, and who are able to meet the expenses, very commonly seek to have their children educated in those schools.
5. That the boys and girls thus sent to cities for education are estranged from the life and duties of the farm and household, and that as a result the tendency of population is to larger cities, thus interfering with the proper distribution of labor and with the true development of the resources of the whole country.
6. That in the management of railroads, manufactories, and all other enterprises, a large percentage of the whole expense is given to oversight and direction, and that where this is neglected, financial disaster is the consequence.

That wherever this subject has been thoroughly and impartially investigated by the people, the almost unanimous opinion is that faithful and
next supervision of the common schools of the whole state is vitally essential to progress. In consideration of the principles and facts above stated, be it

Resolved, That this convention, composed of friends of education and teachers, do hereby respectfully and earnestly recommend the adoption of a system of responsible supervision to every county in the state.

WISCONSIN.—A country school in Walworth county had no girls in attendance during the past winter.

The Broadhead public schools are in a greatly improved condition under the management of Principal J. M. Raitt. The grades are nearly a year in advance of their work a year ago, showing a decided raising of the standard.

Whose fault was it, the Professor's or the pupils, or the Regents'? A man admitting the girls into the State University? Says the State Journal:—"One of the senior girls writing on an assigned topic in political economy, was very dextrous in making some quotations, and, having heard Fawcet's name quite freely used in connection with the science, expressed a wish to see a copy of the book. She was handed the book she has used all the term. Verily, much learning hath made her forgetful."

A police justice of Waspsaga, at the instance of a country school board, sent two young men to jail for twenty days each and fined a third ten dollars, for disturbing the school.

"This was a sort of test case, and created considerable excitement," says the local paper. We sincerely trust that the "higher courts" will confirm such judgments until offenders shall have a wholesome fear of the law, which they don't have at p envnt.

Supt. J. T. Lunn of Sauk county introduces a new method into his spring examinations. At two of the appointed places he announces that he will examine in only one branch each forenoon and each afternoon and will devote the rest of the time to regular institute work, and that the sessions will be for a full week in each case. He is one of the ablest superintendents in the state and an accomplished institute conductor, and we know beforehand that those two weeks will be of the utmost advantage to the attending teachers.

The last legislature did a very wise thing in purchasing 700 copies of Nicodemus and Conover's map of the state and depositing them with the State Superintendent for sale "to public schools and public offices" at $1.00 apiece. Every school in the state ought to have a copy. It is a delight to look upon it and never a disappointment to study it.

The Journal of Education says: "The schemes laid and executed by both politicians and educators in the state, and by persons outside the state, to defeat the text-book bill in the assembly, would form, if written out, an interesting item in the history of text-book legislation in Wisconsin. The mooted point among them is,—Who is to take the prize as the master of intrigue?"

The Herald of Racine having asserted that the poor man's little house and lot was taxed to provide a high school for the children of the rich, the Advocate, a few days after, published a list of the pupils that showed that of the 222 in attendance, the children of mechanics numbered 45; of merchants 25; farmers, 15; day laborers, 13; sailors, 11; and the rest were distributed among a great variety of callings. It is the same old story. When a man wants to make a point against the high schools of the country in general, or any one of them in particular, he usually begins by misrepresentation, (through malice or ignorance,) goes forward by sophistry, and ends in utterly false and unwarrantable conclusions.

The haters of the high schools should read Monsieur Buisson's Report to his government after visiting the Centennial, and the schools of the country as a Commissioner, with authority from the French Minister of Public Instruction. He could not commend these schools to high, and said they were the best investment possible to be made with national capital.

The most noteworthy and sorrowful event of the week is the death of Dr. DeKoven, of Racine College. He was one of the foremost Episcopalians of the country, an accomplished scholar, a successful manager of a very complete, vigorous educational institution, and a teacher beloved most heartily by all who ever had the good fortune to receive his instruction. The attendance in a body of the old students of the college from Milwaukee and Chicago, upon the funeral services, fully attests the estimation in which the good Doctor was held. It seems to us that he was fortunate in death as in life. To die in the midst of one's labors and without impairment of one's faculties is the last great boon that can be conferred upon any man.

The Tenth Milwaukee District follows the lead of the Eighth in the matter of organization for the promotion of industrial drawing, needle-work, and related arts. This school has recently paid out nearly $100 for various improvements and adornments from its own fund.

A Mr. Huntly of Appleton has been teaching the past winter, and he declared before a meeting of the Northern Wisconsin Agricultural Society the other day, that he could tell every scholar in his school whose parents furnished plenty of good reading matter. He asserted that a first-class county paper in the family was more valuable than a year's schooling. While this latter assertion is a little vague as well as possibly exaggerated, it is a stroke in the right direction. As often as a good paper enters a house, it takes with it a sensation of the life and light of the great world outside; and so educates and enlightens the household.

Mrs. E. D. Holton has presented to the library of the Milwaukee College "a superb portfolio of Mexican views," and to the museum "a fine specimen of the coffee tree, and some ancient Mexican pottery." She accompanied her husband recently to that tropical republic with the "commercial visitors." The old, old law over again. All good things flow in the wake of commerce.

It seems that in the northern part of the state there is a school being held at the different houses where the children reside. Handy,—the teacher "boards 'round," and takes his school with him.

WEST VIRGINIA.—The new school law provides that the retail price of school books shall not exceed the present wholesale price, and that the retail price shall be published on the backs of the books, and also posted up in school houses.

NEBRASKA.—The educational appropriations made by the legislature for the next two years were State University, $50,000; Normal School, $25,000; School for the blind, $24,000; for the deaf and dumb, $25,000; for the Reform School, $10,000. The state tax of one mill and the income of the permanent school fund will amount to about $75,000 annually.

The school district officers of Fillmore county have resolved that, other things equal, they will give preference to teachers who are members of the county teachers' association.

MINNESOTA.—The next meeting of the State Teachers' Association will be held at Winona in August next. Superintendent O. Whitman, of Redwing, is president.

KANSAS.—A marked feature of State Supt. Lemmon's Biennial Report, just at hand, is a neat lithographic map of each county, showing the location of every school-house in the state. The volume contains also a full and detailed exhibit of all educational and historical data of interest to citizens or those seeking information respecting this rapidly growing state.

Governor St. John has appointed Wm. Goss, of Linn county, successor of A. Seilers as regent of the State Normal School at Emporia; Gen. E. D. Clapp, of Woodson county, as successor of E. P. Lawrence; and J. H. Critchum, of Labette county, as his own successor.

IOWA.—Hon. James Harlan and Mr. J. W. Palm were elected school directors of Mt. Pleasant.

Speaking of the Eastern-Iowa Normal School, the Normal Index says: "Established September, 1874, it is the first Normal and Training School for Teachers organized in Iowa."

If we are not mistaken, Davenport had a "Training School for Teachers" in successful operation many years before the E. I. N. S. was born. But of course the Index attaches much importance to the term "complete Normal and Training School."

Des Moines and Davenport pay their superintendents $1,100, principals of high schools, $5,000. The former pays principals of grammar schools $2,000, and the latter pays $3,100 for the same positions.

This item we copy from a state exchange: "Polk county loans over $42,000 of school fund money."

Ottsuawna had the misfortune to lose by fire a school building valued at $20,000, on which there was an insurance of $11,000.

Koskuk bays now go abroad with copies of the Gate City containing the item about the State Superintendent having decided that teachers cannot detain pupils after regular hours without the consent of their parents, and when it is proposed to "keep them in," after school, they produce the papers and plant themselves upon their legal rights.

Supt. Young, of Davenport, reports for February an average attendance of 3,273, and 182 in the high school.

Pres. Pickard has corrected an error that has been going the rounds, in regard to the number of students attending the University. The actual number is 539.

Tuition in the Agricultural College is free to all students of this state.

Judge Dagg, of the Ninth Judicial District, has given a decision that notes given by school directors in payment for lightning rods are invalid and cannot be collected by law.
The powers of school directors are free annually upon all state and county property of the district—not to exceed two per cent for educational and, if the day of school attendance is arrived at, and after the board as organized shall cease to exist, why may they not do so indefinitely?

If they are not, in this respect, limited by the current school year, where is the limit?

We apprehend the chief purpose in having annual elections of school directors is to enable the people, through this mode, to exercise a direct influence in the selection of teachers and the control and management of school annually. To this end it is provided in one of the subdivisions of section 41 supra. "At the annual election of directors, the directors shall make a detailed report of their receipts and disbursements in relation to the school for the year then past."

And again in one of the subdivisions of section 59, it is provided: "Every school established under the provisions of this act, shall be for the instruction in the branches of education prescribed in the qualifications for teachers, and such other branches, including vocal music and drawing, as the directors or the voters of the district, at the annual election of directors, may prescribe."

Under this provision it could not be known until after the annual election of directors, but that the voters of the district would prescribe that certain branches should be taught beyond those ordinarily taught in district schools—and there can, obviously, be no intelligent employment of a teacher until it is known what is required to be taught.

There is thus no objection to contracts for the teaching of terms extending for a reasonable time beyond the current school year, when such contracts are entered into in good faith, and for the purpose, merely, of forcing upon the district an unsatisfactory teacher or defeating the will of the voters at the annual election. But we think the spirit and intent of the law are clearly repugnant to the idea that one board of directors may, by contract wholly to carry out the future, divest future boards of directors of the power to select the teachers they shall desire, for the terms to be commenced after their organization.

The judgment is affirmed.

The foregoing opinion settles two very important points concerning the employment of teachers.

The first is in effect that all contracts with teachers for terms of school to begin after the annual election in April, should not be made prior to that election. Of course it must not be inferred that a board of education cannot make contracts with their teachers, at any time subsequent to the annual election for the usual school year, even though it extend beyond the first of April; nor that a board of directors cannot make a contract for the customary term of school, beginning in the fall and often continuing till the next summer.

The second point is of perhaps equal interest, particularly to teachers:

The law provides that the teacher must have a legal certificate when he makes his contract with the directors; and when the directors certify the teacher's schedules, they must state that he has such a certificate. This decision, however, declares that unless the teacher at the time of making his contract, in the form of a certificate, enlisting him to teach for the entire term of the contract, the contract is a nullity.

I am aware that the usage which has prevailed with regard to these matters has, in many places, not been in accordance with the law as set forth in this decision. But now that the law has been clearly stated by the Supreme Court, all interested will do well to govern themselves accordingly.

JAMES P. SLADE, Superintendent of Public Instruction.

STATE OF ILLINOIS,
DEPARTMENT OF PUBLIC INSTRUCTION.

The attention of all school officers and teachers is invited to the following opinion recently given by the Supreme Court of this State:

McElvain v. School District of District No. 1, T. 10, N. R. 12 W.

1. School teacher must prove his right to teach. To a tenant of a school teacher to recover, under a contract to teach, in a case where the directors refuse to allow him to teach, he must prove officer to prove the possession of a certificate, authorizing him to teach at the time of his removal.

2. School Law. - Directors cannot employ teacher to commence after current year.

School directors have no power to make contracts for the employment of teachers for terms to commence beyond the expiration of the current school year, but they may make a contract for teaching a term extending a reasonable time beyond the current school year, when made in good faith and not for the purpose of forcing on the district an unsatisfactory teacher.

3. Same. - Powers of directors. - The powers of school directors are limited to those expressly granted, or such as result by necessary implication from those granted.

Wrt of Error to the Circuit Court of Iroquois county; the Hon. N. J. Pillsbury, Judge presiding.

Messrs. Blakes, Kay, & Evans for the plaintiffs in error, Mr. M. B. Wright and Mr. Robert Doyle, for the defendants in error.

Mr. Chief Justice Schoolcraft delivered the opinion of the court.

Plaintiffs in error have been employed by two school directors, on the 10th of December, 1872, to teach a district school for the term of nine months, commencing on the third day of April, 1873; that he was ready, and offered to teach the school, but was prevented from teaching by the school directors. On the trial he offered no evidence in support of the claim.

In this case the court erred in excluding the evidence of the plaintiff in error. A certificate by the school directors of the power to make contracts for the employment of teachers for terms to commence beyond the current school year, would be admissible.
3. The teacher has control over scholars during school hours, within reasonable limits, unless restricted by a rule of the board. He may require a scholar to remain in his seat during recess as a punishment. However, it is not wise to deprive children to any great extent, of the exercise necessary to their physical well-being.

4. Sec. 2976, code of 1873, provides that "a municipal or political corporation shall not be garnished. However, the corporation may waive exemption from this process. See Iowa Reports, XXV., 315.

5. It is wholly within the discretion of the board of directors to determine the amounts required for the contingent and teachers' fund. Any vote of the electors, touching these amounts, is only suggestive and is not at all binding. See sec. 1775, S. L. 1876. All schoolhouse funds must be voted by the electors. See sec. 1717, and sec. 1807, S. L. 1876.

6. When note (b) to sec. 1800 was written, independent districts were not formed from rural sub-districts. The note does not apply to such rural independent districts. The use of the term civil township, in sec. 1805, seems plainly to provide for the annexation of any territory not included in an independent district formed under the provisions of secs. 1800-1801, S. L. 1876.

DES MOINES, March 15, 1879.

MICHIGAN.

HON. C. A. GOWER, SUP'T. PUBLIC INSTRUCTION.

1. Holding property in a district does not give to a non-resident the rights of a resident in such district meetings.

2. A director or moderator, refusing to sign or countersign orders legally drawn for legal purposes, may be removed from office by the township board (sec. 136, school law).

3. The law requiring the payment of the institute fee by a teacher at the time of obtaining a certificate provides that such fee shall not be paid more than once in any school year. The school year begins with the first Monday of September, consequently fees paid previous to the first Monday of September will not exempt a teacher from paying at an examination held after that day, although 12 months may not have expired since the preceding payment of the fee.—Lansing Republican.

LITERARY AND MISCELLANEOUS ITEMS.

The Magazine of Art, published by Cassell, Peter, and Galpin, New York, continues to grow in interest to American readers. The publishers announce American Art as a prominent feature for the future, and with the February number there was begun a series of papers on "Art in America and American Artists." Yearly subscription price, $2.75. New volume began with the February number.

The report of the Columbus, Ohio, Board of Education contains this wise passage from the address of its president: "We believe teachers should be paid salaries which will enable them to devote their leisure hours to study and the improvement of their professional duties. It has been the aim of our Board to do this. The growth of this spirit among the school boards of this country would do more for the public schools than the introduction of the countless new branches that are on the way to hinder all practical instruction.

Judging from the "prospective" of Prof. Bellows' Geometry, which has been announced as nearly ready for the market, the work will be peculiar for its originality in plan and arrangement, and will be examined with a good deal of interest by teachers of that subject in high schools and colleges.

One of the wonders of magazine literature in this country is the Princeton Review, which is published bi-monthly at two dollars a year. "The object is to present, to the largest number of intelligent readers, articles entirely original, of the highest order and timeliness, from the best minds of this country and Europe, treating of the most interesting phases of thought in Theology, Philosophy, Politics, Science, Literature, and Art." The first issue for 1879 contains 238 magnificent pages. The price of a single number is only thirty-five cents. Without question, this is the cheapest publication of the kind in this country, if not in the world. A single number of this Review is worth at least one dollar to every intelligent and educated man or woman in the land. Its publication is said to be conducted purely as a "labor of love," by one whose money and culture are equal to its maintenance. If every teacher of the higher ranks is disposed to purchase any article because it is cheap, he should send for the Princeton Review, and he will be repaid a thousand times by reading the scholarly articles which it contains—provided his own education be equal to an appreciation of them. Address the Princeton Review, New York.

THE ORIGIN OF THE KINDERGARTEN METHOD IN TEACHING MUSIC.

The kindergarten system of teaching that has been so popular, is too well known to require any comment, but kindergarten as applied to music has not been known to the public in general until the present year, and owes its origin to Mr. H. F. Wight, of Boston, known as an organ composer of music. During the past six or seven years Mr. Wight has made it his constant study to produce a system of instruction in music for public schools that will enable the members of a school to acquire a knowledge of it, instead of only those who are naturally quick to learn, as is the case with even the best methods in use.

As it proved, time and energy favored the project, and the result has been the production of a method to which has been given the name of "Mr. Wight's Kindergarten System" of instruction in music for public schools. To practice and improve on his method, Mr. Wight has usually spent his summer vacations in preparing notes from the classical music of which he was not taught in the public schools, so as to test it upon uncultivated talent, and develop from it all that accumulated experience might possibly do in that direction.

To prove that this system has attained the desired end, it is only necessary to say that of thirty different schools, of eighteen lessons each, consisting of pupils the greater portion of whom were under eleven years of age, there was not an individual member of either school who was a regular attendant, who was not able to read and write music in all the different keys, and to explain its work, and show by absolute demonstration that it was understood.

The nature of the exercises in the "Wight Kindergarten System" is such as to render it utterly impossible for the pupil to proceed unless every point is understood, consequently the most intelligent in his class is understood.

This assertion is a direct reply to the off-repeated question, "Can a system where such rapid advancement is made, be thorough?"

The author of the system is therefore still making earnest attempts to bring it before the public, but expects to do so the present season, and will publicly challenge any system to produce, in five years' time, the result that is able to, and has produced, by his method in six years.

From this school system Mr. Wight has produced his kindergarten harmonic method for the piano. The results produced from this he claims to be no less, and it is but a fair test of his assertion to see his youngest pupils, of ten or twelve years of age, after a single term of lessons, and called for in the various keys, explain the relation that one bears to the other, and arrange notes into four distinct parts, so as to produce perfect harmony (all arrangements according to the rules of teaching). Of course the pencil enters largely into this style of composition, but little or no printed matter is used during the first term. The world is moving rapidly into this style of teaching, and the sooner that much of the dry and useless trash now used disappears from the sight the sooner shall we as a people be not only lovers but educated in it.


NEW AND ENLARGED EDITION NOW READY.


The Third Edition of this popular work is now ready for delivery. It has been enlarged by the addition of Analytical Compositions in Descriptive Geography, Botany, Arithmetic, and Penmanship. It is the most convenient and useful book yet written for institute, normal school, and grammar school instructors. The subjects are systematically outlined, so that it is easy to ascertain whether a class is prepared for work-books or not. It is well adapted to any good text-book, and hence is of great advantage to county institutes and schools where a diversity of books prevails. It enables the teacher the great labor and time of copying on the blackboard, or of dictating, an outline for review or recitation, and to the pupil the immense burden of writing the outline down for his own use. They are not in a gar of making errors in copying their outline, or of losing the paper upon which it is written. Send for a copy and convince yourself of its surpassing utility.

TESTIMONIALS.

The following are a few of the opinions expressed concerning the previous editions:

"I find it well adapted to the purposes for which you design it, and can most heartily recommend it to teachers and students."—Miss Abby Gifford, Marshalltown, Iowa.

"For the use of student work it is particularly the reviews, I consider it a work of practical value."—Hon. Alonzo Abarbanel.

"I am now pleased with the pens I have examined."—I. T., particularly of your division of our history into four periods. It is the most easy and the only natural division. The arrangement of Geography is most excellent. In Physiology and Hygiene the best topical arrangement I have ever seen. Your Topical Analysis is good. I like it.—Sept. Aaron Greene, Denver, Col.

"I have given the work especial attention. I believe it possesses real merits, as the subjects are arranged, not only topically, but systematically, and it can not fail materially to be of service to our schools, but especially to the untrained teacher."—D. G. Perkins, Des Moines, Iowa.

"I have been using it for the past two or three years, and am very much pleased with it. I think my pupils, under that plan, gain at least one-half more practical knowledge than I had before. The plan I have ever used was to have the boys and girls take pleasure in studying and reciting in that way."—D. S. McGowen.

"As a result, I believe the complete system, with labor on the part of teachers, and will prove, in the hands of pupils, a great saving to the patrons of the schools, by doing away with a demand for a uniformity of text-books."—Geo. F. Starks, St. Supt. State, Stauffer Institution, Ill.

It is an excellent little book, and would recommend it to teachers wishing to revise. Ella E. Clapp, Utica, 11.

"I find Wedgwood's Topical Analysis is a very great help to standing alone."—S. C. Smith, Elba Grove, Ill.

"It suits me perfectly. Capital price, $1.50 cash. Discount to teachers. Chicago, Ill. Address the publishers.

Address the publishers, S. R. WINCHELL & CO., Chicago, Ill.
LEADVILLE, COL.

WINTER STAR PRINTING PRESS.

BEST, CHEAPEST, SIMPLEST.

One-third heavier than any other press. Only press built in which the manufacturer can afford to give a full warranty. Send post card for catalogue, or 10 cents for 100-page instruction book. C. H. JONES, Western Star Press, 111 Monroe Street, Chicago.

WARD'S NATUREAL SCIENCE ESTABLISHMENT.

Supplies Catalogue in all departments of Natural Science, History, Art, Industrial Work, and permanent curios. A complete List of Names of all Miners, Etc., to date: Smelting Works; Rare Books and Manuscripts, 100 and 100,000. A catalogue will be sent upon request. An immense stock constantly on hand of Minerals, Rocks, Fossils, Casts of Objects, Geologic Wonders, Geologic Textbooks, etc. Birds, Fishes, Reptiles, Insects, Crustacea, Coral, Sponges, Foraminifera, etc., dry and in alcohol. Also most interesting Glass Models of Invertebrates, American and Foreign Birds' Eggs. Send for Circular.

GRIEST'S MECHANICAL PEN AND Duplicating Machines For 1000 Names, $2.50. Do Your Own Printing.

Unlimited Advertising Without Expense Except for Ink and Paper, after procuring this apparatus.

GRIEST MANUFACTURING CO.

Gentlemen -- We have used one of your Writing Machines for the past three months and have done our advertising thereby. The machine is a wonder. We feel we could not have found a better and more satisfactory instrument. We have found it all it claims for it. Very truly, LION & BEAL.

GRIEST MANUFACTURING CO.

Do your own printing. We reply to your inquiry in reference to Mechanical Pen and Duplicating Press, and are now offering the most perfect and efficient instrument of its kind. We are prepared to give exclusive territory and large discounts to first-class agents.

Mechanical Pen Job Printing in connection with the GRIEST Presses will give a sensational start to your community. Many orders have already been taken for weekly papers, and the demand is increasing daily. Will prove an incentive to the trade. Send for circulars.

ROBERT S. DAVIS & CO., 30 Bromfield St., Boston.

GILBERT'S INTRODUCTORY SPEAKER.

GRAND TEST SPEAKER.

GREENLEAF'S MATHEMATICAL SERIES.

PARKER'S EXERCISES IN ENGLISH COMPOSITION, PICTORIAL MATH., AND HIGHER ARITHME.

UNIVERSITY ALGEBRA.

Just out.

For information address the publishers, E. R. HIEDE, Keddie & Co., Western Ave.

RORHER'S BOOK-KEEPING.

Primary, 1.00; Second Year, 2.00; Third Year, 3.00; Fourth Year, 4.00. Includes all books and examinations. Books required, $10.00. Send for circulars.

EXCITEMENT IN EUROPE SECOND YEAR.

Address W. J. GILBERT, Publisher, St. Louis Mo.

PLAYS.

Tableaux, Dialogues, Recitations, colored free by H. A. WARD & CO., Chicago.

$5 to $20 each at home. Samples work our $5 free. Address W. J. HALL & CO., Manchester, Mich.