The Educational Weekly.

The Educational Weekly.

THE UNION OF
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S. R. WINCHELL,
JEREMIAH MAHONY, Editors.

EDITORIAL:

CONTENTS OF THIS NUMBER. Page
Notes ........................................................................... 147
Put Down the Publishers ............................................. 147
The Faith that is in Us .............................................. 147
German in the Public Schools ........................................... 148
Reviews ................................................................. 149
CONTRIBUTIONS:
The Sister of Mr. Belfield's Daughter—E. P. Y ..................... 150
A Frenchman's View of American High Schools—Prof. J. L. Pickard .. 150
Sup't. Marble and Spelling Reform—Prof. Geo. D. Bloomer ........ 151
PRACtICAL DEPARTMENT:
About those "Old Problems"—David Kirk ......................... 158
A Criticism of "R." Solution—A. B. Haynes ...................... 158
W and Y.—G. Walter Duff ....................................... 158
Correction—D. H. Davison ....................................... 158
What is a Kindergarten?—G .................................. 153
Effect of Roman Pronunciation—O ................................. 153
Problem in Ex hange—J. A. Holmes ................................ 153
A Ray of Light for Ignorant—Minneapolis .................... 153
EDUCATIONAL INTELLIGENCE:
Michigan; Illinois; Indiana ........................................ 154
Kansas; Iowa; Wisconsin; Minnesota ......................... 155
MISCELLANEOUS:
Literary and Miscellaneous Items ................................ 153
Blossoms of Life; Music—H. W. Fairbank ....................... 153
Official Department—Illinois .................................... 156
Yeo, Heave Ho! or The Ship of Fools ............................ 156
Premiums for New Subscribers ................................... 157
Publishers' Department .......................................... 158

CHICAGO, ILL., APRIL 3, 1879.

Editorial.

Read the unexampled offer of "Premiums for New Subscribers," on page 157. Teachers who want aids in teaching should exert themselves to procure them when such a fine opportunity is presented.

PUT DOWN THE PUBLISHERS.

A n article entitled "State Text-books," which appeared in the last number of the Weekly, was intended to lampoon a bill introduced into the Illinois legislature by Representative Bower. Of course it was intended to make the irony covert and delicate, and hence an apparently strong argument was made in support of the bill, since a direct attack on it would be stale, flat, and hackneyed. One who could not see the absurdity of the remarks would take H. M. S. Pinafore for literal historical truth. At any rate it is gratifying to observe what importance attaches even to a joosce remark in the Weekly. Hereafter we shall not dare to be "as funny as we can."

Let us see what was the conclusion of the whole matter. "School-book publishers have plucked the people long enough. The day of their almost total extinction is not so remote as they proudly imagine." Does any one doubt it? See how from year to year their ranks are growing thin, "EXTINCTION" is certainly written on the lintel of every school-book publisher in the land. Soon the places that know them now shall know them no more forever, and the world will then be happy and the dear people con-tented. "How can they afford to buy legislatures and city school boards?" We know it must take an immense amount of money to do this. And that they do it we have the undoubted report of our neighboring cities and the press. "How do they manage to support so many expensive agents?" Ought they not to keep their agents at home? or have less expensive ones, as school boards are able to get along with cheap teachers? We don't believe in these modern ways of crowding business, especially in the publication of school-books. There is no need of getting out new books and new editions of old books. The books our fathers used are good enough for us. It will do very well for other merchants and business firms to hire agents, and even the best they can get, but school-book publishers should do nothing of the kind; there is no call for enterprise on their part. Education isn't of much consequence, anyway.

"How do they afford to pay such enormous sums for advertising?" The Weekly has always been astonished at this. Who can say we put it too strong? Look at the advertising pages of the Weekly and then compare them with the advertising pages of any other journal devoted to a specialty, as hardware, insurance, groceries, poultry, sporting, agriculture, music, medicine, and see what a disproportionate amount of advertising is crowded into the columns of the journal devoted to schools and education! Too many educational journals are living on the sums paid them by these same school-book publishers. They ought not to advertise.

"How does each firm manage to retire a set of partners every few years?" Don't they? We may not be able to prove it, but supposed it was so.

And now that some exceptions have been taken to the position assumed by the Weekly on this question, we have ordered the "bill" to be printed and shall next week take it up for a third reading.

THE FAITH THAT IS IN US.

TEACHERS should be primed with the arguments by which the public school system is logically supported. The earnestness and enthusiasm of country teachers sustain them against cavillers at the plan of supporting schools by public taxation; but the indifference of city teachers, their want of concern regarding the raison d'etre of the system in which they are employed and which it is their loyal duty to maintain and extend, makes them impotent in argument with any empirical controversialist who essays to assail the right and policy of the state or municipality to carry on schools. In one ear we receive the cry, "You have no right to tax the poor for the education of the children of the rich," and scarcely have the echoes died before our other ear is assailed with the question, "What right have you to tax the property of the childless rich for the education of the progeny of the prolific and improvident poor?"

Granting that the first cry is true, which is not the case, it would be public policy to tax the poor in order that their children may have an intellectual, in the absence of a material inheritance. It is one of the safeguards of the poor against confirmed shiftlessness that they have children to maintain and educate, and it is wisdom in the state to systematize the educational part of the parents' duty and remove it from the accidents of parental penuriousness and negligence. But the truth is that
it is not the poor who pay the bulk of the school tax; this is done by property, by the large business blocks, the ware-houses, and the railroads. And it is all right that it should be so. It may be said, "Why should a man in New York pay the greater part of the school tax of a western village?" Simply because he owns the larger share of the property, and property has its obligations and duties as well as its rights. It is the existence of the children and their school that makes his land have an exchangeable value, otherwise the land would be as the fields of Central Africa, of ocean, or of air. Education is one of the elements of civilization, and without civilization the claims of absentee ownership would be of cob-web texture and strength. Moreover, education is a species of insurance that his property rights shall be respected; and it is foresight and wisdom in him to pay the premium in schools rather than distribute the loss afterward in the support of penitentiaries and police. Property, especially its artificial value in densely settled districts, is the creature of intelligence, and who will have the hardihood to claim that it owes no tribute to its creator?

In a certain sense we are all communists. There is no such thing as absolute ownership. Possession is merely temporary and provisional. It is the result of circumstance, of population, prosperity, and a secure and peaceful state of society; and it is bound to contribute toward perpetuating the conditions which produce it, as the tree is bound to shed its leaves to fertilize the ground on which it stands.

Absolutely, Field & Leiter and J. V. Farrell do not own their property any more than they own the sun, moon, and stars. They are the agents of society in collecting, directing, distributing, and finally devising a great amount of wealth; but the wealth itself, yea, even all the railroads of a Vanderbilt are owned by the country at large as much as are the Great Lakes, or the Mississippi River. It is all right then that property should contribute to preserve the enlightenment that has created it, and diligently guards it. It is right that schools should be supported on the basis of property valuation and not according to the number of children of those who pay the taxes. Indeed, a more enlightened public policy and a more advanced doctrine of social science, would exempt from taxation the public spirited persons who, in a marked manner, enrich the state with its most valuable possession, the human offspring, and discriminate against celibates and anchorites who fail in their first duty to their country and posterity.

GERMAN IN THE PUBLIC SCHOOLS.

To the Editors of the Weekly:

In your editorial of March 11, you say in substance: "Stand by the German language in our schools. 1. Because it is opposed by the enemies of the public schools. 2. Because the Germans as a class demand it. 3. Because teachers employed, and children started in the branch, have vested rights against being deprived of their work." The first reason implies that our public school system is perfect and above criticism, and that hostile criticism is necessarily always undeserved.

The second reason implies that the German's spirit of loyalty and attachment to the fatherland at the expense of American interests and institutions should be encouraged by taxing Americans to teach a foreign language. The third reason is a begging of the question, for if the teachers of German and their pupils have any vested rights of the charter you mention, they certainly are not apparent. Our School System is not perfect, and friendly criticism should be invited, and even hostile criticism respectfully considered, with a view to rectifying its defects so that it will be able to withstand opposition on its merits, and then we need not "stand by" it, errors and all.

I know of no reason for teaching our children to be Germans instead of Americans, except the political pressure brought to bear by the German element on our school officers.

The English is the language of America, and the American nationality is a broad enough basis upon which to establish a system of public schools.

If we depart from this principle then we should in justice teach the children of all nationalities in their native tongues, for are their fathers not also voters?

One of the most important missions of our Common schools is to neutralize the prejudices and antagonisms of classes and sects by bringing the children of all together, on a friendly basis of equality. This can never be successfully done so long as we encourage the children of foreign-born citizens to preserve and cultivate their peculiar characteristics as foreigners instead of losing their all in their pride of American citizenship.

S. M. AUGUSTINE.

SAN RAFAEL, CALIFORNIA.

1. Our correspondent certainly failed to see the spirit of our argument in favor of German in the public schools. We used the language "in cities where it is now taught," advisedly. Supposing that it is a weed in our educational garden, which we do not grant, we know, if our correspondent does not, that it would be difficult to pluck up that weed without pulling out the sweet flowers—music, drawing, and high schools, along with it.

The Germans want their language taught in the schools, and we want the support of the Germans against enemies who are not so easily placated. This may not be good logic, but it is wise strategy. We cannot now afford to offend a possible friend, or yield any point to a vigilant and relentless enemy. Hence we stand by the German.

We do not assume that the schools are perfect; but is it not curious that what our critics complain of are the most refining elements of our system? Hence we are a little suspicious of any point, even logically made, by a critic or class of critics who give us advice with the lip while their hands are clutching convulsively to get a grip on our throats. With music, drawing, and high schools abolished, the system could not be respectable. Now, the persons who want those cut off are casting angry glances at the German. So we stand by the German. This may not be cogent reasoning to our correspondent, but it is quite convincing to us. German, music, drawing, and high schools are in the same boat; hence this is no time for a mutiny.

2. The German spirit of loyalty to Fatherland is a commendable one. Perhaps our correspondent does not know that he loves his adopted country most who loves his native country most. We are not at war with Germany and never can be. Even if such a spirit were not commendable, it would not be expedient to oppose it when it is so easy and comparatively inexpensive to turn it into a defense of the public schools.

3. If the gentleman were in a situation from which he was in danger of being discharged on account of the whim of a demagogue, he, too, might appreciate the value of vested rights.

Teaching German in the schools does not make our children Germans, any more than teaching Latin makes them old Romans. Such arguments were once and forever answered by the Irishman who asked, "Does being born in a stable make one a horse?" How much less likely are we to become of the equine species, on account of addressing a prancing steed with the now common remark, "Whoa, Emma?"

It does not follow that the teaching of German is antagonistic to the cultivation of the English language. On the contrary it is a great aid. Both come from sister roots, and no study can be more improving than that of their contrasts and analogies. One who studies two languages will know both better than if he studied only one.

By a reductio ad absurdum argument, if German is taught,
other languages, including Chinese, should be taught also. But
this *reductio ad absurdum* business is a matter of wit rather than
of rational logic. There should be reason in all things, and all
courses of conduct should have practical limitations. "Circum-
stances alter cases" answers all the *reductio ad absurdum*
statements that ever were or ever will be made.

By a slight change of phraseology the last statement of the
gentleman will be very true. It should read, One of the most
important missions of our common schools is to neutralize
the prejudices and antagonisms of classes, nationalities, and sects
by bringing the children of all together on a friendly basis
of equality. This can be very easily done by respecting the preju-
dices and peculiarities of each, and refraining from sneers at
their religion and nationality. It does not make a good Ameri-
can of a child of German parentage to call him a Dutchman and
lecture him against loyalty; a loyal American of an Irish child to have an American teacher
call him a Irishman and sneer at his religion and nationality. This can be

meaning but injudicious tea-
cers, he would be qualified to
make the most useful
children of foreigners united
and loyal. He would then be able to put himself in the little
Irishman's or little German's place.

REVIEWS.

*The Telephone:* An account of the Phenomena of Electricity, Magnetism,
and Sound, as evolved in its action. With directions for making a speak-
ing Telephone. By Prof. A. E. Diblear, Tufts College, Author of "The
Dillingham. Chicago: Jasen, McClurg & Co. Price 75 cents.

Electricity is the true Eldorado. To the explorer it has yielded
treasures unexpected, priceless. In this domain are yet to be made the most useful and brilliant conquests.

Changing the figure, electricity is the Arcana of Nature, the
secrets of which are gradually being unlocked by the devotees of
science. Humanity was incredulous when first it was announced
that the lightning messenger had been called from his wonton
play of the ages, and hidden beyond the words of affection, and
and the messages of commerce.

Now the telegraph circles the earth. Our commands to
the conquered lightning are without limit. We even demand of it
servile labor, and talk of electric engines of unknown "horse-
power." We have asked it to cook our food, warm and light
our dwellings. It drives, burns, flies, writes, even speaks, and
thus we strive to make it man's universal servant.

One of the modern marvels is the Telephone, an instrument
for the transmission of sound by the agency of magneto-electric
currents and the convertibility of forces.

Professor Diblear's book of one hundred and twenty-eight
pages devotes ninety-eight pages to a review of the various phe-
omena and inter-actions of electricity, magnetism, and sound,
which are the three factors involved in Telephony. The re-
maining thirty pages explain the correlation of these forces as
seen in the construction and use of the Telephone. The book was
written to gratify popular desire to understand the action of the
Telephone. While the first hundred pages present nothing really
new, they are necessary to make the subject intelligible to the
general public and to render the book complete in itself. First
is sketched briefly the historic development of these three sci-
cences, electricity, magnetism, and sound; then an interesting
presentation of the latest facts—the present condition of those sci-
cences so far as relates to the philosophy and working of the Tel-
ephone. It is noticeable that the Telephone contains no new
principles, only a new application; it is an invention, not a
discovery. This is apparent in the author's statement of
the phenomena from the sender to the receiver of a
telephonic message: "First, the sound in air causes a corre-
ponding movement in a solid body, iron. This iron acting
inductively upon a magnet, originates magneto-electric cur-
rents in a wire helix about it; and these travel to another hel-
ix, and reacting upon the magnet in it, have electro-magnetic
effects, and increase and decrease the strength of the magnet;
and this variable magnetism affects the plate of iron in front of
that magnet, and makes it to vibrate in a corresponding manner,
and thus to restore to the air in one place the vibrations absorbed
from the air in another place." Thus we see that each step of
the process has been familiar for a generation, and that the en-
tire combination is one of the most beautiful examples of the
convertibility of forces. The author discusses the Telephones of
different inventors, and gives instruction designed to enable any
one to construct a good working Telephone.

Technical terms are used when necessary, but all attempt at
pedantic display is avoided. He recognizes the fact that Tele-
phony is yet in its infancy. The future applications and tri-
umphs of its principles who can dare prophesy? This book is a
satisfactory answer to the inquiry, *What is the Telephone?*

THE SISTER OF MR. BELFIELD'S DAUGHTER.

MR. BELFIELD, in his excellent article published recently,
in *The Educational Weekly,* takes a position with re-
gard to whipping in public schools, that will be endorsed by
those who claim to be teachers, and not a combination of in-
structors and plantation overseers.

The retention of the vicious and rebellious works a two-fold
damage. It enables them to morally injure and to incite to mis-
chief those children who are naturally well-disposed but easily
influenced. It wastes much valuable time by obliging teachers
to discontinue instruction, that the disorderly may be quieted.
As stated in the article mentioned, "There is danger that the
public schools in large cities will degenerate." That our schools
shall retain the confidence of the public, the expulsion of the
vicious and rebellious is necessary.

But, those ejected should not be permitted to roam the streets
at their own sweet will. It is well-known that many, fascinated
by the idleness and wickedness of the street Arab's life, delib-
erate plan to do that which shall cause suspension. The ne-
cessity of reformatory schools for those expelled from the public
schools is almost self-evident.

But while there is no doubt regarding the pressing needs for a
system of schools that will contain those established for the ben-
efit of "the known thief, the liar, the one profane and obscene in
language, the one indecent in habits," there is great doubt
whether they will remove the danger of children's receiving at
school stints on the moral nature.

The gathering of children on the school premises, long before
the session begins, and the associations formed during the long
morning recess, furnish opportunity for more injury to their
purity of thought, than the presence of a known liar, thief, or
A FRENCHMAN'S VIEWS OF AMERICAN HIGH SCHOOLS.

PRES. J. L. PICKARD, IOWA UNIVERSITY.

I HAVE just finished the reading of a work prepared by M. F. Buisson, President of the French Commission empowered to examine into the school systems of the United States. It embraces a full report of the educational exhibit at Philadelphia in 1876, and the results of personal visits to many of the schools of the United States. The work is entitled:

"Rapport sur l'instruction primaire a l'Exposition Universelle de Philadelphia en 1876, presente a M. le Ministre de l'Instruction publique au nom de la Commission envoyee par le Ministere a Philadelphie par F. Buisson President de la Commission." PARIS, 1878.

The whole work of nearly 700 pages is well worth perusal. It gives us a view of ourselves taken from without by an unprejudiced and intelligent Frenchman. His views upon co-education of the sexes are especially frank and just.

No part of the Report should be more widely read at the present time than that which relates to the high school question—just now so prominent. I have ventured to translate a portion of the article, because of its freshness.

"We have often spoken in this Report of high schools and of their work. It is proper that we speak of their peculiar features. No part of the American school system is more essentially national—none presents a character more original—none is further removed in some respects from European ideas—none more worthy of profound study.

"Let one read the programmes of these high schools, and note the attendance of the children of the poor passing four full years in adornment, strengthening, and cultivating their minds by studies elsewhere reserved exclusively for the children of people of means—and then let him say whether this is not the seal of American civilization. Can one wonder at the frank pride with which the citizens of the United States speak of their high schools? Have they not the right to be conscious of wrong if it furnishes not the means for a free and a full diffusion of intelligence?"

"Let us remove the custom of permitting those who desire to leave the room at the end of the hour, and obliging them to be ready to resume work five minutes from the time of departure, is in vogue in the Chicago Central High School, afternoon classes of Chicago First Grade schools, and all grades of the Hyde Park schools. The Hyde Park superintendent recommends it highly.

"In addition to the benefits to pupils, arising from doing away with the congregating of hundreds in school yards, before the sessions and at recess, there are three points of minor consideration: children would be in a more tidy condition if they should come directly from home to the school-room, instead of playing twenty minutes to thirty minutes in the yard; school sites would not necessarily be as large as now, hence more could be bought; the quiet of sick rooms in houses near the school would not be disturbed by the noise of hundreds of children at play."
They make neither an engineer, an architect, nor a physician nor do they make an artisan or merchant; but they do produce bright and intelligent youths disciplined to all studies—ready to choose between diverse professions, and capable of success in whatever they choose. This one will go to the university—that one to business; there will be a difference of occupation, but no inequality in preparation.

"So far as social equality can be reached in this world, it is attainable through the American high school. In other countries it is to be feared that the children of different classes of society, although they may for a time be brought together in the public school, will very soon be found separated as widely as are their families in the social scale. It cannot be otherwise, for one will enter upon apprenticeship and arrest his intellectual development at the point where the other but fairly commences his growth. But in America everything is done to retard, and to reduce the degree of this separation by carrying as far and as high as possible that common instruction which effaces all distinctions between the rich and the poor.

"Thus do the two degrees of the public school render the state diverse but equally important service. The one gives to it an entire population knowing how to read and write, the other draws from this mass a select few whom it endows with an intellectual capital sufficient to pay a hundred times its cost.

"How is this selection made? By a sort of natural selection, which is itself a sure means of improvement and of progress for all society. This supplement of education which the high school offers to him who is the most worthy of it is a great blessing, as to the increasing of intelligence, to order, to family life, to all the virtues of the poor, the laborer, the artisan? Does one wish that his son or his daughter shall at some time be an equal of the richest and most distinguished, that they shall have no occasion for envy of any one, that they may seek admission to—employments—then is the high school the place where this marvelous result may be attained at the expense only of some years' sacrifice upon the part of parents and of the necessary fitness and labor on the part of their children. By means of this effort and by favor of public liberality which is a burden to none, thousands of children—half the best, the most gifted, the most highly educated, the best fitted for labor, the best prepared for the battle of life both by the example of their parents and by their own struggles—come out from the mass of the poor perhaps indigent population, where otherwise they would remain undistinguished, and year by year infuse new life into the middle classes. If it be true that the prosperity of a republic is in direct ratio to the renewal of these middle classes—to the abundance and facility of thought, of expression, and of development—then the high school of the United States, whatever it may cost, is the best investment which can be made of national capital."

In speaking of the arguments against public schools, M. Blaisson says:

"We are not astonished that these arguments reach only a small number of minds. It is to us a mark of great wisdom in those who have been the authors of so many other arguments that these are not applied to the subject, this is a study that requires the attention of the people."

SUPERINTENDENT MARBLE AND SPELLING REFORM.

G. D. Broomell, Central High School, Chicago.

"A language grows; it is never made," says the Superintendent. True. How strange that Prof. Marsh, Whitney, Haldeman, and all the other philologists who are talking of reforming spelling—have never thought of it. As they make the language a subject, and write it as they believe it to be, so the language grows. Positively they have discovered that the English language is growing. We have seen it, and shall see it. When a language is growing, it is useless to interfere. These philologists, on the other hand, would say, "Neither the growth nor the fruit of our tree is satisfactory. We will cultivate, trim, prune, graft; and thus these processes our posterity, and perhaps ourselves, will enjoy better things." No language since the foundation of the world ever had its spelling reformed; none ever will. This is both dogmatic and profecic. History teaches that the Athenians reformed their spelling officially about four centuries B. C., and it is well known that the Netherlands and Spain have done the same thing within a century. These historical inaccuracies leave us much ground to hope that Supt. Marble will not prove infallible as a prophet.

"But suppose it were true that nothing analogous to the proposed reform had ever been accomplished; would it follow that this never can be? Every change in human experience necessitates a first time. If there is no language where the voice of hard spelling is not heard, while yet it is plain that 'hard spelling' need not be, let America, who is not afraid of being first in other things, and whose spelling needs amending most of all, hasen't set the other nations of the earth an example of reform worthy of their imitation. Suppose Gutenberg, Watt, Fulton, Whitney, Morse, and Field, had sed, it never has been; ergo, it cannot be." Imagine Edison adopting such a theory. Had these men and the thousands of others to whom the world is indebted for its present superior advantages, been inspired with Supt. Marble's idea, they would not have attempted anything until they had first serched all the mystic tomes of antiquity to ascertain whether, in som quarter of the world, the same thing had not been done before; and failing to find evidence that it had, they would have supposed it useless to try.

"The suggestion of Supt. that we reform our language 'so that a child would know it at birth,' and then reform geography, arithmetic, etc., seems to us as foolish an idea as was that of the gentleman from Cork who proposed to save all his spelling for his grandchildren. We will cultivate, trim, prune, and graft; and through these processes our posterity, and perhaps ourselves, will enjoy better things."

"England for a hundred years has stuck to her l. s. d. Yes, but America has been wiser and has chosen the more convenient decimal system. Let her set England a similar example in the matter of spelling. "The Metric system of weights and measures is much simpler than the one we use; but it is introduce very slowly. True; but it is coming; in spite of the fact that time was when the world never had known a similar reform. "Both these changes are infinitely easier than the proposed change in spelling. By no means. Strike out 'infinitely' and I shall still maintain the negative. Whoever has given the subject only attention to have an intelligent opinion concerning it, knows that two hundred years will enable an educated person to read readily the most difficult forensic scheme based upon the Roman alphabet, that has been proposed; and that a quarter as much would suffice for that proposed by the philologists. No one who reads this article will hesitate a moment over the words I have chosen to spell fonetically, or more nearly so than they usually are. Each is an old acquaintance in a simplified and better fitting dress. But Metric measures at all new and strange. For a long time each must be translated into old values to be understood. There is little opportunity of commingling the two in practice, and thus bridging the abyss that separates them; while phonetic spelling may be mixed with that now in vogue in any desired proportions. The introduction of the Metric system would soon render our present measures unintelligible except by translation; but phonetic spelling would make even present literature more accessible than now; it having been proven by numerous experiments that our present style of reading is most easily reached by the phonetic route. In short, spelling reform is, in the nature of the case, the easier of these two most desirable reforms.

"In this talk about saving time there is a great fallacy. Undoubtedly true, especially the "talk" on the side of the question represented by Supt. Marble. Because it is claimed that learning to read might be accomplished in one year instead of three, it seems to be assumed that the reformers have no knowledge of the laws of mental growth, and that they expect the two years saved to be available for higher mathematics, or something of the sort. I here assume the responsibility of assuring our friends that the eminent educator, Supt. Harris, of St. Louis, will not put geology and astronomy into the second grade, even if he shud succeed in getting our language simplified as he thinks it ought to be.
There is "a great fallacy" in the statement we frequently hear, and it is implied in Sup't. Marshall's "fallacy" paragrap, that children learn to read and spell when they are incapable of doing anything else with profit. It is a sorry complication to the educators of America and other English speaking nations to suppose them incapable of devising more profitable occupation for children than the memorizing of contradictions. Their perceptive faculties develop early, and the facts of nature are all about us. Besides they are often hungry for the facts of history and geography, and capable of understanding books on these subjects when read to them, before they are able to read such books themselves. But it may well be admitted that waste of time at this period is not the worst feature of the case. Says Max Muller, "What is more serious than the waste of time, is the actual mischief done by subjecting young minds to the illogical and tedious drudgery of learning to read English as spell at present. Everything they have to learn in reading and spelling is irrational; one rule contradicts another, and each statement has to be accepted simply on authority, and with a complete disregard of all those rational instincts which lie dormant in the child, and ought to be awakened by every kind of helthy exercise."

There is another "great fallacy" in the assumption that the binnes of learning to spell is accomplish at all during this undeveloped period. Far mor of it is done after the period is reacht when all the branches of a common school education may be studied most profitably. Much of it fails of accomplishment here, and pupils who are abel to grapple successfully with Greek and Latin roots, algebraic problems and geometric demonstrations are often greatly troubled with the tortuosities of standard spelling. The difficulty continues through life. Bisnes men of markt ability are continually making "blunders" in spelling; and the well-educated waste a vast amount of time in the aggregate, in recovering forgotten orthography and ascertaining uncertain pronunciations.

Other "fallacies" I was gladly point out did space permit. Alas, that there is no fallacy in the statement of Prest. Hayes in his first message, that "no less than one-seventh of the entire voting population of our country are yet unable to read and write." This accomplishment, so desirable for everyone, and so essential to the safety of a republic, in the nature of things need require littl mor labor than wad the task of learning to recognize every word, and to call redily by name forty persons, previously strangers. Yet it is so hmded by incoqnuities, tricks, tangy, absurdities and irreconcilable contradictions, that to mor than five millions of our countreymen, with such environment as they have, the difficulties are quite insurmountable.

Practical Department.

ABOUT THOSE "OLD PROBLEMS."

To the Editors of the Weekly:
A great deal of time and space, and perhaps some useful brain tissue, is wasted by some of your correspondents in trying to solve the problem

\[ x^4 + y^2 = 7 \]
\[ x^2 + y^2 = 11 \]

without the use of higher algebra. These writers, after going through a tedious and empirical process, invariably wind up with the grand discovery that \( x=2, \) and \( y=3, \) and they call this a solution of a problem that has 8 roots—4 for \( x, \) and 4 for \( y. \)

To go through a long process to find the roots, 2, and 3, when they can be seen at a glance, is like trying to drive a tack with a sledge-hammer.

If the design of the problem is to draw out a knowledge of algebra, it can be fulfilled only by solving an equation of the 4th degree, as for example, \( x^4 - 14x^2 + x = 0, \) an equation that arises from eliminating \( y \) in above.

Respectfully Yours,

David Kirk.

Jackson, Minn., March 24, 1879.

Some fine solutions have been received from correspondents, but our space is crowded that we are compelled to dispose of them with the above sensible remarks. —Ends.

A CRITICISM ON "RS" SOLUTION.

To the Editors of the Weekly:
In the Weekly of March 13, I observe what is said by "R" to be a solution of that "old problem," viz: Given

\[ x^2 + y^2 = 11 \]
\[ x^4 + y^2 = 7 \]

to find the values of \( x \) and \( y. \) I would like to ask "R" why, in getting equation "(3)" from "(1)" he subtracted 4 from the two members of the given equation rather than some other number? Again, why, in getting equation "(4)" from "(2)," does he subtract 4 from both members rather than subtracting any other number? Now I am of the opinion that the so-called solution pointed out by Mr. "R" is no solution at all; for in order to carry it through as there indicated one must either know the values of one of the unknown quantities or guess it exactly, in obtaining equations "(3)" and "(4)."

If "R" does not believe this, let him find the values of \( x \) and \( y \) in the following:

\[ x^4 + y^2 = 1403 \]
\[ x^2 + y^2 = 193 \]

Although this problem gives rise to an equation of the fourth degree, the limit of the real roots of which may be found by Sturm's Theorem, yet the more elegant method is to proceed to find the required root by the principles developed in Robinson's New University Algebras, Arts. 431 and 432, or in Olney's University Algebras, Arts. 230 and 285.

Hillsdale College, Mich.
A. E. Haynes.

W AND Y.

To the Editors of the Weekly:
In No. 108, p. 121, your correspondent "WY" raises a subject in phonetics upon which I feel that orthopists are somewhat at sea; i.e., W and Y.

Your correspondent asks "what vowel comes WY?" W is a compound tonic element equivalent to 00-4-8 when enunciated alone. It never precedes a sub-tonic element, and in combination with a following tonic its vanish or end it is eliminated, the w and following tonic forming a separate dipthongal or triphongal compound tonic element. Examples, neet, midle, etc. The first example is equivalent to one seen to a proper diphthong. In the second example w is equivalent to 064a or a triphongal compound element. The syllable is pronounced as the letter y. The only instance of the w preceding a consonant is in the aspirate digraph ỳw, is which is the representative of a single pure aspirate or a tonic element. It is a compound; its parts are inseparable.

Y belongs to the same class, viz.: that blending the vanish with or dropping it before a following tonic. Y is equivalent to ee-4-8 when enunciated alone, but treated like w in combination. The ee is closer in formation than the w in 64, hence the position of the tongue in production.

Examp:e: Ye=ee-4-8, the first close, the second open. W and Y are always compound tonic elements.

For my own part I have more of a quarrel with ỳ= to zh than with x, as per your correspondent "W's" letter. I claim zh as in azure, brazier, etc., etc., to be the outgrowth of a negligent habit of pronunciation and without foundation in phonetic.

Respectfully,

G. Walter Dale.

CORRECTION.

To the Editors of the Weekly:
The right hand member of the resulting equation in No. 108, p. 120, should read \( = -3600. \)

If X. Y. Z. will apply the test of proof to the Ans. \$731.67 as given in Robinson's Prec, p. 341, he will find the answer is correct: Hence his final result, and the solution from which it was obtained, as given in No. 105, p. 120, are each erroneous.

By referring to No. 54, p. 77, of The Educational Weekly, he can find solutions that give correct results.

D. H. Davison.

MINONK, ILL.

The work of X. Y. Z. has been objected to by numerous correspondents, and several excellent solutions have been sent in, but as M. Davison refers to full and correct solutions previously published we do not give further space to the subject here, except to say that one correspondent wants to know if there are any objections to the following:

Consider \$5,000 as the present worth of a certain sum payable annually for five years, bearing 7 per cent interest. The sum of \$1.00 paid each year, bearing the same rate of interest, would amount, in 5 years, to \$1+\$1.07+\$1.1449+\$1.25043+\$1.37109101 = \$5.75073901. The present worth of \$5,75073901 = \$5.75073901+\$1.40255173; the amount of \$1, at 7 per cent for 5 years, =\$4.100197. If the present worth of \$1 is \$4.100197, it would take such a sum to be worth \$3,000 as \$3,000+\$4.100197 = \$731.67.——Ans.
WHAT IS A KINDERGARTEN?

To the Editors of the Weekly:

I am anxious to hear of a kindergart n which is really and truly what it professes to be. In every case wherein I have happened to meet a teacher of a school so-called, I have been most emphatically assured that all others of the name in the neighborhood are nothing but mere pretenses. A somewhat noted teacher assures me that there are but nine real kindergartens in the country. Being an anx ious inquirer after truth, and being particularly anxious to know how much of real merit may lie buried under the mass of irrelevant bosh which makes up the great bulk of the current literature pertaining to the "garden ing" of children, I earnestly ask, "How shall a genuine kindergarten be known by a non-professional?"

O.

EFFECT OF ROMAN PRONUNCIATION.

To the Editors of the Weekly:

I have a class that has been accustomed to the Roman pronunciation of Latin. Their pronunciation of English is very seriously modified by it. If they learn a proper name in Latin before they learn it in English, they generally give it the supposed Roman sounds, and I am obliged either to submit to this, or be constantly correcting them. Again, if in reading English, they come to an unfamiliar word of Latin derivation, they are almost sure to give i and g hard, and to lengthen a vowel sound before a double consonant. I am very doubtful whether, after all, they talk Latin much like the ancient Romans, and I am very sure that this way of pronouncing is making them talk English very unlike well-educated American youth.

O.

PROBLEM IN EXCHANGE.

To the Editors of the Weekly:

When the legal rate of interest in Chicago is 10 per cent, the legal rate in New York is 7 per cent, and Exchange is at par, what is the cost of a draft for $5,275 at 90 days sight?

1. The cost in Chicago of draft on New York?
2. The cost in New York of draft on Chicago?

Remembering that New York law reckons 365 days to the year.

SPARLAND, ILL., March 17, 1879.

J. A. HOLMES.

A RAY OF LIGHT FOR "IGNORANT".

To the Editors of the Weekly:

The question divides the time from noon until midnight into two periods. Now if 3/5 of the first period equals 2/9 of the second period, it follows that 3/5 or the whole of the first period equals 2/9 or 1/3 of the second period. Then as the first period equals 1/3 of the second period, we have the whole time from noon until midnight divided into fourths, of which the first period comprises 1-4 and the second period 3-4. Hence the time will be 3 o'clock.

MINNESOTA.

The above is only one of many answers received to the question on page 121, No. 108.—Eds.

LITERARY AND MISCELLANEOUS ITEMS.

There is already great interest shown in Europe in behalf of poor flooded Szegedin, in Hungary. The papers report 57,000 subscribed to the Mansion House Fund in London. We Americans should certainly hasten to add to the number of Szegedin's benefactors. Edward Cooper, Mayor of New York, has consented to receive subscriptions for the relief of the destitute and homeless sufferers of Szegedin. Announcements to this effect have been sent out by the University of New York.

Mr. Mathew Arnold has made a collection of his recent Essays under the title of "Mixed Essays" which Macmillan & Co. have just issued. It comprises among others those on Democracy, Equality, Irish Catholicism, and British Liberalism, contributed to the Fortnightly and Nineteenth Century. The London Athenaeum thus speaks of this volume: "One feels that these essays are Mr. Arnold's, and that the lesson they convey as a whole is more precious than any single principle expressed throughout them. It is the lesson of courtesy, gentleness, and toleration. The stern practical nature of life in the nineteenth century, and the controversial ferocities which is at once the strength and the misfortune of Englishmen, could have no better foil than this high-souled preacher, who has continually reminded us by his own example of the supreme value of noble conduct and high demeanor. Every one seeks in some manner to imitate what none can help to admire. After the noisy din of angry polemics this ever gentle voice is as welcome to the weary ear as the rustling of the wind over the corn after the clattering of horses' hoofs along the stones of a crowded street."

—Any political party, or any denomination of rationalists, that attempts to build life up by pulling down the American system of free schools, or by destroying any vital branch of it, will go down to the Hades where the old slave aristocracy now slumbers its eternal sleep.—A. D. Mayo.

The University of St. Andrews, the oldest in Scotland, has conferred the honorary degree of L.L.D. on Mr. John Philbrick, of Boston, in recognition of his services in behalf of public education.

Prof. O. R. Burchard's "Vacation Party" to Europe during next July and August promises to be one of the most select and enjoyable of the many parties that have been projected. In no case will his party exceed fifty in number, and they will be chiefly from the ranks of teachers, preachers, and professional men and women. The party is to visit Scotland, England, Holland, Belgium, Germany, Switzerland, Italy, and France, leaving New York June 21, and returning Sept. 1, though provision will be made for such as wish to prolong their tour through England and Ireland. Address the director at Fredonia, New York.

VENNER'S WINTER ALMANAC AND WEATHER RECORD FOR 1878-79 can be obtained of the publishers, John Gougl and Son, Montreal, for twenty cents. The fun of reading it through is worth twenty cents, to say nothing of the real value of the information which it contains. The weather proverbs contained in it are worth another twenty cents. Venner's predictions for the winter and spring 1878-79 have been very accurately fulfilled.

Prof. Morse, of the Imperial College of Japan, has discovered and recorded evidence of cannibalism in the early prehistoric race of Japan. It is believed to be the first trace of such a practice.

Blossoms of Life.

H. W. FAIRBANK.

Blossoms of Life.

H. W. FAIRBANK.

GWAY CURT.

Allegretto.

mf

1. Life is like a swelling riv-er, Ceaseless in its onward flow,
2. Shall we lose them all for - ev- er, Leave them on this earthly strand?
3. There the hopes that long have told us Of the climes beyond the tomb,
4. Soonest pass beyond re-call; Where su-per-nal flowers are growing; Shall with its im - mor-tal gladness, Crown us in the world above.

On whose waves quick sunbeams quiver, On whose banks sweet blossoms grow,

Blossoms quick to grow and per-ish, Swift to bloom and soon to fall;

Soon the tide of life up-flow-ing Riotously from time's dim shore,

And the charm that here in sadness, Fad-ed from the flowers of love.

Those we earliest learn to cherish, Soonest pass beyond re-call,
E D I T O R S.

New England—Prof. J. Marshall Hawkins, Principal Johns School, Portsmouth, N. H.
Indiana—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Mississippi—O. V. Tenney, Supt. Public Schools, Mississippi.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, APRIL 3, 1879.

THE STATES.

MICHIGAN.—Supt. Truesdell is meeting with excellent success in the Pontiac schools. With a school census of 1,150, he had enrolled, Jan. 31, 901, or 171 in the high school; nineteen teachers employed; seven of them graduates of the high school, and three graduates of the University. Good work is being done in the primary grades.

The Fentonville schools are prospering finely under the care of Prof. Geo. H. Cochrane, whose untimely death was noticed in our last issue, of the smallest schools in the state where students are prepared and admitted to the University on diploma. Number in the high school, 90. Twenty five per cent are non-residents.

Supt. J. W. Ewing, who has now been at Ionia six years, is doing good work; with 15 teachers. Five of them are graduates of the high school, two from the University, four from the Normal, and one a graduate of the Detroit high school, 88 non-resident students for the two terms ending March 28, tuition from the same over $800.00.

Thanks to Prof. George Cowey of Calumet for $42.50 for new subscriptions among the scattered teachers of his section. He gets a good return in premiums.

Prof. S. S. Hamill, of Chicago, will give the students of the Normal School a course of ten lectures on the "Science and Art of Elocution." Prof. Sangermans of Heidelberg University, gave a lecture at Ypsilanti on "The Powers of the Human Voice," in the course of which he showed, by imitating twelve different instruments, how the human voice could be trained.

Miss Jane Nettley, for nearly fourteen years a successful teacher in the Howell schools, has resigned for the purpose of securing needed rest.

The number of visits made in the different rooms in the public schools of Flin Flon, for six months ending Feb. 28, was 785.

Mary 24, 1849 members of the senior law class of the State University took possession of the court room and were admitted to the bar.

The Howell school board have voted, unanimously, to retain next year all the present teachers who wish to remain.

Henry H. Rogers, a graduate of the naval academy class of '77, has accepted the position of instructor in mathematics in the Michigan Military Academy at Orchard lake. The spring term at the academy begins April 7, and closes June 20.

The bill for opening the State Agricultural College to girls has been reported unfavorably.

Ex. Gov. Blair addressed the graduating class of the State University at their commencement, March 29, and Senator J. B. Moore, of Lapier, addressed the graduates of the Homoeopathic College.

The Regents of the University, at their last meeting, appointed Prof. M. W. Harrington Professor of Astronomy, in place of Prof. Watson, resigned.

Prof. Harrington graduated at the University in 68, was the astronomer of the Alaska expedition for nearly two years, tutor and assistant professor of zoology and botany in his alma mater, studied one year in Germany, held the position of professor of astronomy in the Chinese Foreign Office, at Pekin, for about a year, returned to America on account of ill-health, and accepted a professorship in the Louisiana State University, which he now resigns to accept the honor tendered him at Ann Arbor. He is a thorough student and highly esteemed.

ILLINOIS.—The winter term of the Illinois Normal School closed March 27. The enrollment for the term, in the normal department, just about equaled the seating capacity of the Assembly. The Model School has been well patronized this year, the high school having had little or no spare room, and the Grammar School having had a similar experience. The old-time students of the Normal find a great change in the work since their day. The professional part of the course has been very materially increased in the last five years. Many new features were introduced by Dr. Edwards near the close of his singularly successful administration, and others have been added by the present president. The result is that no one cares to enter the Normal Department unless he contemplates teaching.

The Laboratory of Natural History is attracting students from various quarters of the state, and students, too, to are already specialists in natural history work. Prof. Conley, in charge of the Natural Sciences in Blackburn University, is spending his spring vacation with Prof. Forbes. At almost any hour between sunrise and sunset, he may be found in some convenient corner industriously engaged in microscopic work. The School of Natural History, held at the Laboratory last summer, will repeat itself during the coming summer.

Any desiring information can obtain it by writing Prof. S. A. Forbes.

George P. Peddicord, whose untimely death was noticed in our last issue, deserves more than a passing mention. He was for some time a student of the Normal School, and cherished the hope of returning and finishing the course. He had won so excellent a reputation as a teacher, however, that he found no trouble in obtaining and holding a good position. Painstaking and conscientious in the discharge of every duty, full of enthusiasm and love for his work, he was destined to exercise an influence for good wherever he went. To his bereaved wife we tender our warmest sympathy in her sorrow.

The two normal schools have adopted a system of joint rules for annual contests. The first was held at Carbondale March 13. The judges were Oberly, of Cairo; Prince, of Bloomington; and Ware, of Elizabethtown. The Northern Normal won five points out of a possible seven, but the marks were very close. The successful contestants were loud in their praises of Carbondale hospitality. The second contest will be held in March, 1880, and the present victors will have to look out for their laurels.

McLean county receives $21,947.50 from the state fund.

We find in a recent number of The Gibson Courier a two-column article on the schools of that town. They have an excellent building, erected in 1874, at a cost of $10,000. The present principal is W. A. Wetzel. His assistants are Miss Lou Roach, Miss R. Morgan, Mrs. Wetzell, and Miss Hunting. The high school department fits pupils for the Champaign University. Gibson is a wide-awake town and gives Mr. Wetzell cordial support in his work.

INDIANA.—The teachers of Southern Indiana met in convention at Seymour, March 20 and 21. An excellent program was arranged and executed. A right royal welcome was extended to the association by Hon. Wm. K. Marshall, of Seymour, and a fitting response by Prof. H. Marshall, of the Normal School, and Supt. of New Academy schools. J. Marshall, of the State University and E. Peddicord, of Purdue University, gave excellent addresses; the former on "A Liberal Education; how to make it general;" the latter on "The value of applied scientific knowledge." The address of the President of the association, T. J. Charlton, Vincennes, upon "The Elements of Weakness in our School Work," was to the effect that there are already too many primary school-house keepers that the pupils should be gathered more closely in order to secure better teachers by better remuneration. Fr. M. Beattie's paper on "Education and Citizenship" was well prepared and finely delivered; and hand-somely discussed by D. E. Hanter, of Washington, Ind., and J. T. Smith, New Albany. The most valuable paper of the convention was that of J. M. Blose, Supt. Lamarco schools, on "Our High Schools." Mr. Blose devoted himself to the question "Will it pay to abolish the High Schools?" and made the following points: It will not, because impossible, for the reason that every child from six years of age to twenty one is entitled to attend school, and cannot be refused admission. Shall the older pupils who have gone through the course in the grammar schools be compelled to repeat the course, or shall they be advanced? The objection that the high schools have the time is not true. Most of the pupils leaving after having finished the high school course are under seventeen years of age. In the old times they were to be found in school up to twenty years. The high school then makes possible much to be done in a shorter time. The scholars of advanced age should be gathered together; the fire, the lights, seatings will cost no more. Let the school be called what it may, the teaching of them would cost less. Is the high school expensive? No. In many towns, the local tax was levied to sustain the schools, and with the funds for the lower schools, both high grammar schools. This is the case in New Albany, Evansville, Indianapolis, and many other cities.
where the schools are well managed. Do the high school results warrant a continuance? If teachers could not be educated to understand the principles underlying teaching in the high schools, they would have to be sought abroad. But children of long-resident citizens can now receive their education at home schools, and prepare in the high school for future work as teachers; and the money they now receive would not be paid to foreign teachers. Vincent pays this year to graduates of the high school who are teaching $5,700; New Albany, $11,000; Lamanco (near Evansville) $33,000; Indianapolis, $56,000; and this much in only four cities. Will it pay to deprive ourselves of the social culture disseminated by the high school? No; can tell how many are annually elevated from ignorance of processes of reasoning to thinking beings through its instrumentality? It is claimed more time should be given to the lower grades. How specious but empty this ad captandum plea! In those cities where the high school is well maintained the lower grades are in the best possible condition because of the stimulus of the high school. Dr. Geo. P. Weaver, of New Albany, discussed the question from a moral standpoint, and showed that he could weave a splendid argument with the wool of self-control applied to the warp of honest, intelligent mind. After the meeting there was a large social at the Jonas Hotel. Bloomington, Ind., was selected for the next place of meeting and J. W. Caldwell was chosen President.—REYNOLDS.

KANSAS.—The summer term of the State Normal School commenced April 3.

The Iowa Chief complains of too much treason being taught in one of the largest schools of Doniphan county. It seems the teacher is the son of a con-federate soldier, and according to the Chief takes every occasion to glorify Jeff Davis and other leaders in the rebellion. He refuses to classify Lincoln among the great men of the nation and when it becomes absolutely necessary for him to name Lincoln he invariably couples the name of Jeff Davis with him, as an equally great and good man, worthy of being emulated in the hearts of the rising generation.

The law, as recently amended, is very stringent in relation to text-books. The district board and all boards of education, shall require a uniform series of text-books to be used in each branch of study in each school; after a series has been adopted by the board a change can be made only once in five years, unless four-fifths of the legal voters of a district petition for a change. Any member of a board, or any teacher who shall act as agent, or who shall receive any gift or reward for his or her influence in procuring the introduction of any book, school apparatus, or furniture of any kind whatever, shall be imprisoned, and dismissed from school.

In the tide of immigration to Kansas it is astonishing to note the number of distinguished professors who have left lucrative positions, or declined the presidency of a college in some eastern state, in order to come to Kansas in search of health. They seem to improve wonderfully, and in a few weeks are able to accept even a country school, simply for the purpose of devoting their valuable experience to the school interests of Kansas.

IOWA.—The Madison Plain Dealer contains an educational department under the management of R. N. Joy.

The schools of Poweshiek county lately held a competitive examination of school work. A good account of the contest is given in the educational department of the Brooklyn Chronicle.

The Des Moines school board has forbidden rope-skipping by pupils of the public schools on the school grounds of that city, on account of the danger to life and health.

Supt. J. K. Sweeney, East Waterloo public schools, reports for the month ending March 7. 469 belonging, 433.6 average daily attendance, 38 tardinesses, and 74 in the high school.

Des Moines has any school-houses at $260,000.

Mr. C. K. Pittman, of Dubuque, the active agent of the Harpers, has our thanks for Swinton's revised Language Series. These books are very fine, and Mr. P. will doubtless meet with much success in their introduction.

Hon. T. S. Parvin, of Iowa City, has written several interesting letters to the Iowa City Press, in defense of the public schools of that city.

The State Agricultural College has completed plans for the new department of Domestic Economy. This course will extend throughout the year. The girls of the sophomore class will be taught to wash, iron, and sew, the latter to include dressmaking. The juniors will learn cookery in a practical way, and at the same time will learn the chemical and scientific reasons for the effects produced.

Prin. J. J. Pollard, of the Fort Madison high school, has opened an interesting educational department in the Democrat of that place.

Sioux county lately lost a school-house with all of its contents. Some villain applied the match.

WISOJRN—As evidence that corporations have no souls, may be cited the fact that a certain school board, in settling with their teacher, deducted a half-day's wages because she dismissed her school one afternoon to let the children attend a funeral held in the country church across the road.

The Platteville Normal School is this week opening, under the new presidency of Prof. D. McGregor, and the Board of Official Visitors unanimously recommend the enlargement of the building. In a few years sittings will be difficult to obtain in these schools.

The death of Richard Shean, the boy who was whipped by Principal Skewes of the 4th ward school in Racine, caused the greatest excitement, and it is announced that the parents will prosecute the teacher. Usually such cases are greatly overlooked by first reports, and we trust it may prove so this case. There is a wide difference between coincidence and consequence in such cases. Let us wait till we hear all the facts.

The Institute at Colby week before last, under the management of Prof. J. B. Thayer, was well attended by the teachers of the vicinity. The members were comparatively young but the Institute is reported as one of the most industrious and punctilious ever held in the northern part of the state. Prof. Robert Graham's Institute at Sun Prairie was immense. With accommodations for about 90, he enrolled 74, but still the work went on as usual.

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OFFICIAL DEPARTMENT.

ILLINOIS.

PREMIUMS OFFERED THE PUBLIC SCHOOLS OF ILLINOIS BY THE STATE BOARD OF AGRICULTURE.

TO BE AWARDED AT THE 25TH ANNUAL ILLINOIS STATE FAIR TO BE HELD IN SPRINGFIELD, SEPT. 29—OCT. 4, 1879.

DEPARTMENT OF PUBLIC INSTRUCTION.

SPRINGFIELD, ILL., MARCH 15, 1879.

To Teachers and Superintendents of Schools:

Your attention is respectfully invited to the accompanying list of premiums offered by the State Board of Agriculture for exhibits of work illustrating what is done by the pupils in the different grades of our public schools.

The premiums are on a very liberal scale—aggregating over three hundred dollars; and it is to be hoped that you will do all in your power to make the "Public School Exhibit" a faithful presentation of your school work, and an attractive feature of the next State Fair.

JAMES P. SLADE,
Superintendent of Public Instruction.

CLASS N.—ILLINOIS PUBLIC SCHOOL EXHIBIT.

Emory Cobb, Superintendent.

1. All work must be written with pen and ink (except that pencil work will be taken from primary schools and in drawing) upon paper 8 by 11 inches, and a margin of 1/2 inches must be left for binding.

2. Each pupil must write at the beginning of his work that he is doing the work in connection with the "Public School Exhibit." Each set of papers will be prepared at the same time, and each of the papers will be given a ticket containing the name of the school, the name and age of the pupil, the teacher's name, the date of preparing the paper, and the number of the district, the name of the town, the name of the school, the number of the grades, the name of the teacher, and the number of the pupil.

3. The copy of the questions used must be bound with each set of papers.

4. All papers for this exhibition may be sent as soon as prepared to Hon. James P. Slade, State Superintendent of Public Instruction, Springfield, Illinois, and he will see that they are properly entered at the fair.

5. Schools in all portions of the state are earnestly solicited to send in specimens of work done by their pupils during the year.

6. For further information address the Secretary of the State Board of Agriculture, or the Superintendent of Public Instruction, Springfield, Illinois.

LOT A, HIGH SCHOOL EXHIBIT.

Best set of not less than three papers in the following:

1. Language, both translation and composition.
2. Mathematics, Algebra or Geometry.
3. Natural Science, Botany, Natural Philosophy, Physiology, or Zoology.

Second best same.

Best set of not less than three papers in:

1. Language as above.
2. Mathematics as above.
3. Natural Science as above.

Second best set of not less than three papers in:

1. Language as above.
2. Mathematics as above.
3. Natural Science as above.

LOT B, GRADED SCHOOL EXHIBIT.

Best set of not less than five papers in each of the following:

1. Spelling, fifteen words.
2. Punctuation, written with pen or pencil.
3. Arithmetic.

Second best same.

Best set of not less than five papers in:

1. Spelling, twenty-five words.
2. Punctuation, line best, one line.
3. Arithmetic.

Second best same.

LOT C, RURAL DISTRICT SCHOOL EXHIBIT.

Best set of not less than three papers in the following:

1. Spelling, twenty words.
2. Language.
3. Letter Writing.
4. Arithmetic through percent.

Second best same.

Lot D, SPECIAL EXHIBIT.

RURAL DISTRICT SCHOOLS.

Best set of not less than three papers in:

1. Spelling, twenty words.
2. Language.
3. Letter Writing.
4. Arithmetic through percent.

LOT E, ANNUAL ILLINOIS STATE EXHIBIT.

Best set of not less than three papers in:

1. Botany, Natural Philosophy, Physiology, or Zoology.

ANY SCHOOL OF ANY CLASS OR GRADE.

Best set of not less than three Drawing papers.

Best set of not less than three papers in:

1. United States History.
2. Geography.

Best set of not less than three papers, full page each, in Penmanship.

THOMAS W. BICKNELL, editor of the New England Journal of Education, has completed arrangements for a tour of teachers and their friends to Europe next summer. The party will sail on the Sarmatia, which brought Louis and Lorne to the shores of the Western World. The party will divide into four sections, and the cost of the routes will be $350, $550, $750, and $975 respectively, according to the extent of the tour.

Now if Thomas W. Bicknell, of the N. E. Journal of Education, and the teachers of the East fancy that they are going to outstrip THE EDUCATIONAL WEEKLY and the teachers of Chicago in enjoyment and enterprise, they were never more mistaken in all the dear days of their lives. To the end that we be not-outdone by those Yankee pedagogues, the WEEKLY here proposes an excursion of Chicago teachers to Europe, Egypt, and the Holy Land, to leave at the earliest convenience of the party, and be back when the excursionists return.

Mr. Bicknell demands $300 as earnest money to make one a member of his party, but the WEEKLY requires only $50, one-hundredth part of the cost of the tour, to hold the bargain. A substantial receipt will be given in a copy of the WEEKLY for one-year, and then all the subscriber has to do will be to wait till the excursion sets sail.

The voyage to Europe will be made in the elegant and rapid steamer Bret Harte, which in summer plies between Wells Street bridge and the pier at Evanston. True, the Bret Harte has not, like the Sarmatia, the honor of bearing over the brawny ocean a marquis and a princess of the blood; but neither has the Sarmatia had the honor of plying between Chicago and Evanston.

Any Chicago teacher may be a member of the party by paying her initiation fee, but each lady teacher must bring a man along with her, to be ready to adjust her life preserver, and so forth; because we, the managers of the excursion, have been dealing too largely during the year with a disproportionate number of ladies to accept the same situation on a vacation journey. But this condition can of course make no difference to the beautiful and fascinating teachers of Chicago, who always have beaux at their beck and call.

The tour will take in Ireland, England, Scotland, France, Germany, the Rhine, Italy, Greece, Egypt, and the Levant, to say nothing of the Battery at New York, Sandy Hook, and the Banks of Newfoundland.

Supt. Day will be captain of the expedition. Perhaps he may take us over Niagara Falls instead of by the Welland Canal; but there is such a thing as following a leader, and it is beautiful to die in a good cause. And even if half a thousand of us are drowned, it will be no great loss, but would relieve the Board of much embarrassment and botheration.

Mr. Deland will be first officer, his energy and consideration admirably qualifying him for the position. Mr. Johnson will fill the post of second offi-
cer, and Mr. Hicks third officer, which will give the ship at least one officer
with police manners, a good disposition, and a clear head. Mr. Ward will be
parser. It is thought that he has money enough to go round. Mrs. Perkins
will be stewardess, ready to attend to any of the ladies who may fall sick.
John Guildford will be steward, Bartly Mackey chief engineer, and Mr. Wat-
ers and Mr. Condon his first and second assistants.

Dr. W. T. Belfield will be physician. He is now experimenting with sur-
fected cats in order to discover an infallible remedy for sea sickness.

The associate editor of the WEEKLY will act as chapla'n, performing with
diligence and compensation the offices of watching and praying. Mr. Howland
will be a member of the party, and his marriage during the voyage will form
one of the attractions of the tour. If, however, Mr. Howland cannot be in-
duced to be "gilded" or "walk the plank," as we sailors say, an alternate
delegate will be found in Inspector Breman of the Board of Education.

Mr. Wells will accompany the party, ex officio. He is the father of the
public school system of Chicago and his smile will do good to all on board.
Mr. Hoyne will go along, and as is usual with him, be the soul of enjoyment
at pleasure seekers. Mr. English will be allowed to attend, provided he re-
frains from timbrel-rig and trick-o'-the-loop resolutions on all subjects in
future. But there will have to be a sharp look-out to guard against the pres-
tence of two or three politically defunct ex-members of the Board of Education who, to keep up even remote relations with the
schools, would hide in the lower hold among the rats and sleep in the
bulwark.

Mr. Broome will accompany the party and take occasion during the voy-
age to exhort the pious and fishes and mother Carey's chickens to reform
their spelling. Mr. Hannan will laugh occasionally and scare off the sharks
and other unwieldy monsters of the deep. Mrs. Young will take observa-
tions of the sun in the meridian and keep the log book and the dead reckon-
ing. Mr. Stowell will man the wheel, and prevent the vessel from veering a
hair's breadth from her course. Dr. Willard will give lectures on archaeology
and sychronology for the entertainment of the company, while Mr. Heath
will invent charades and Mr. Fisk take charge of the private theatricals and
conduct H. M. S. PINAFORE into the port of the company's favor.

Mr. Williams will teach deportment a la Turrenydrop, Mr. Heywood
taking the part of fine gentleman, and Mr. Wood giving lessons in dancing.
Mr. Vanzwell will appear in masonic regalia, parading the poop with brass
helmet and tin sword. Mr. Merriman will teach morality by illustrations on a
blackboard, and Mr. Underhill will check the unwisely frivolity of the pass-
engers and crew by the mysterious solemnity of his manners.

Mr. Kirk will arrange in England to lecture before the clubs of the Lon-
don Board-School teachers. Mr. Loomis will give points of law to the Lord
High Chancellor and Mr. Haase will teach theology to the Archbishop of
Canterbury. Mr. Bright will join the party to take a vacation from his nu-
merous admirers; but we fear in his case it will be out of the frying-pan into
the fire. Mr. Boom will take apparatus along and lecture on science. Mr.
Lewis will be present to remind us of what the schools lost by the machina-
tions of a tricky administration, and Mr. Walles will be exhibited as that
curious phenomenon, an American schoolmaster who is also a man.

It is believed that Mr. Baker can be induced to cease viewing his new build-
ing long enough to take a run across the herring pond. Mr. Scoull will,
doubtless, speculate in real estate in the suburbs of London. Mr. Belfield
will exhibit his love of Ireland by kissing the Blarney stone.

Mr. Sullivan, a recent importation, will act as a guide through the bogs of
Kerry, the glens of Cork, and the rich fields of Limerick, preserving the
more susceptible of the men from the wiles of the girls who sell goats' milk
and mountain dew, as well as from the other grand-daughters of Kate Kear-
ney.

Mr. Babcock will take with him vials of the perfumery of his district to not exceed
his means. Mr. Condon will propose conclavums to the party. Miss Adams, a southern beauty, will fascinate all
by her presence. Mr. Ayers will prepare the gags and witticisms. Miss Barnard will entertain the crowd by singing "Love's Young Dream," Miss Bartlett will tell funny stories. Miss Mary E. S. Brown will banish sea-sick-
ness by the sweetness of her smile, and Miss Little will make all with the
trip a trial by the charm of her manners.

Mr. Dewy will search for Greek antiquarians when he reaches Kilmallock
Castle. Mrs. Compton will recite original and selected poetry. Miss Grace
will be, as usual, graceful and gracious. Miss Fanny Hanlan will lecture on
literature. Mr. Larimore during the trip will compose an elegy on the Cook Co. Normal. Mr. Emery will be the most eloquent member of the party.

He is a m te. Mr. Lane will be present, once again in good company. Mr.
Valle will, on reaching the suburbs of Dublin, try to hunt up the famous
Dannybrook man in order to tread on the tail of his coat.

Miss Burns will be the first to see land on the Irish coast. Miss Butler
will preside at the whist table. Miss Butterfield will drive off the specter of
tedium by her sprightly conversation. It is believed that Miss Babcock is
now long enough from Boston to be seen with a party from Chicago. Miss
Culver will please by her gracious ways. Miss Curtiss will give the party the
benefit of her wisdom and judgment. Mr. Carran will be unusually
amiable. The Muses Dewey will fairly represent the good temper of Chi-
icago principals. Miss Dicker will sing operatic airs. Mrs. Farnham
will treat the party to ices and champagne when it arrives at Paris. Mrs.
French will lecture on dress reform. Miss Flowers will discount her name-
takes at all the Botanical Gardens. Miss Griffin will preside at the piano.
Miss Gould will get up the games of forfeit. Mrs. Hardick will be a type of
the good looks and dignity of Chicago school ma'am's. Miss Kennedy, Miss
Lundgren, and Miss Perke will personate the graces.

Miss Rose McCarthy will be present—a rose without a thorn. Miss Mc-
Cintock will be as popular in Europe as she is in Chicago. Miss Pennell
will be quiet but charming. Mrs. Goodling will not fail to let folks know
of it if anything goes wrong.

In personating the muses, Miss Phelps will be Clio, Miss Rowland, Enter-
fe, Miss Stants, Urania, Miss Sayward, Calliope, Miss Walsh, Melipome-
ne, Miss Tuttle, Terpsichore, Miss Smith, Thalia, Miss Winchell, Polyhym-
nia, and Miss Williams, Erosa.

It is rumored that there are six women in the schools who would do for
the fates and the furies; but we never had any acquaintance with such char-
acters. Oh, no; not at all.

Mrs. Sprague will lecture on anatomy. She has already provided herself
with the skeleton of a man. Dr. Zimmerman will see to it that very little
English is spoken during the journey. Mrs. Dimmock will take sketches of
objects of interest on the way. Prof. Delaflontaine will throw out a line and
spoon-hook and fish for a new element in the Gulf Stream. Mrs. Reed will
give lessons in French, German, and Italian, to prepare the tourists for their
continental pilgrimage. Mrs. Cornish will be confectioner-chief to the party
and Mrs. Smith will entertain the company with essays on picturesque Eu-
rope; besides her presence, on board will render additional ballast un-
necessary. Mr. Blackman will get up such a chorus during the voyage as
will make the mermaids who hear it turn a double-back-somersault.

Notwithstanding the prejudice against them, the following publishers and
their agents, viz.: Charley Barnes, Ed. Cook, R. S. Belden, C. E. Lane, and
Aram Brown, will be allowed to take pot-luck with the teachers—provided
their houses insert a page of advertising in the WEEKLY and keep it in
the salling of the vessel. But it is of no use for the members of the press
either religious or secular to apply for passage, and we regret to state
that we would not think it prudent to admit either clergymen or physicians
as a class, since the one might endanger the health and the other the morals
of the party.

If the Bret Harte succeeds in transporting such a load of learning and
beauty across the Atlantic, perhaps the WEEKLY will hereafter give some
account of the foreign tour.

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3. To any present subscriber who will send more than two new subscribers' names, with the cash, at $2.50 each, we will give any book published, the combined retail price of which does not exceed half the amount of money sent. Those who wish books for their own personal use, or for presents, will find here an easy way to obtain them. The books will be sent through the mail, or by express, at the expense of THE PUBLISHERS.
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