Editorial.

What is there in the atmosphere of the Pacific coast that makes people bright in educational matters? The last number of the Pacific Journal contains a set of questions that are admirable, whereas the questions used in some of the Atlantic cities, and the Regents’ Questions of New York, are not worth even the poor paper they are printed on.

There is no class of Catholics more generous of their means toward the church or more devoted to her than the Catholics of Boston; and yet in that city parochial schools are almost unknown. The Catholic Bishop of Boston defines the position of the Church as that of opposing the public schools theoretically. If the Bishop of Boston can give his flock peace on the subject of “godless schools,” why can not the clerics in other cities do likewise?

It is a curious feature in nearly all schedules of salaries that teachers get the lowest pay at the time when they are doing their best work; viz.: soon after they begin to teach. It may be professional heresy, but we have our doubts as to the value of great experience. Experience in many cases means indifference, routine, mechanical methods, in a word—laziness. Instead of a teacher’s commencing at $400 and working ten years to reach the maximum of $750, the rule should be to have her—we use the pronoun advisedly and don’t want the new one—commence on $750 and at the end of seven or ten years, be cut down to $350—or pensioned. Strange as it may appear, we like the young girls for teachers. In all other respects those more advanced in years may be desirable, but for teachers—call it weakness, or perversity, or folly, if you will—give us the young girls.

Anxious, waiting teachers, here is your chance! The London Schoolmaster advertises to the extent of several pages for “certificated masters” and “articled mistresses.” “Teachers Wanted” ornaments the head of several columns in that interesting and successful journal. Teachers, why not go to England and apply for the numerous places that seem to be vacant? Before quitting this subject, however, we are constrained to say that in the same journal there are as many advertisements of “teachers requiring schools” as of schools requiring teachers. Yet we would advise teachers to take advantage of the departure of the Bret Harte and seek their fortune in the right little, tight little island, and even if any of our lady readers should fail to get a school there, why, she could fall back on her good looks and marry a duke, or something.

THE EAGLE’S PERCH.

Hon. Carter H. Harrison is elected mayor of Chicago.

In the rush of congratulations, in the speculation as to his attitude toward the several departments of the city service, and his executive action in those branches of the government, not one word has been said of his feeling toward the schools, or his policy in the appointment of members of the Board of Education; and yet, barring all professional self-sufficiency, we venture to say that there is no department in which the result of his action will be more keenly felt, no department in which the effect of that action will be more far-reaching.

Politically, Mr. Harrison is a Democrat. But he is a Democrat on principle, and not a pseudo-Democrat for the purpose of gaining office, as was the case in the head of the ticket when the “People’s Party” triumphed. Hence his course will be shaped by principle, not by narrow personal motive, vanity, or spleen, the inevitable concomitants of political mongrelism and miscon- gestion. When Colvin was elected mayor, “Long John” said to him, “There is too much Pickard in the schools.” Thereupon his honor undertook the task of rooting out the alleged objectionable element. In this he was aided by a section of the city press. That the head might be brought into contempt, the whole system had to be vilified. A line of policy was pursued which was characterized by petty chicanery on the part of its promoters, monkeyish mischief and ludicrous mystery—a policy which progressed in terrorism and culminated in bloodshed. If the exhibition which “Long John” made of himself during the campaign just closed was not poetic and retributive justice upon him for the three years of agony in which he helped to keep the teachers of Chicago, then our superstition has got the better of our skepticism.

Personally, Mr. Harrison is a scholar and a high-toned gentleman. His character is beyond reproach and his ability is unquestioned. He is in one trifling but pleasant episode of his career committed to the duty of favoring the public schools of Chicago. When he had a cadetship at West Point to dispose of, instead of practicing nepotism, he put the prize up for competitive examination, and a public school graduate—a pupil of
writer's, by the way—stood head and shoulders above all others, and received the nomination to which he has since done honor.

But the time will come when it will be Mr. Harrison's duty to nominate members of the Board of Education, five of whom are to be appointed on the first of next July. Upon these nominations the peace and comfort of the 5,000 teachers directly, and of their 50,000 pupils indirectly, depend. Mr. Heath's administration and his nominees to the School Board have given us peace, after the three years of the reign of terror. The question now is, Will that peace be disturbed by the incoming members, chosen perhaps inadvertently by the mayor, who may have no conception of the animus with which certain parties may seek the position? We shall see.

**BABEL BOSTON.**

The following is the oral course in the public schools of Boston.

**GRAMMAR SCHOOLS.**

*Sixth Class.*—Weights and measures, and articles of food. Conversations on the reading lessons.

*Fifth Class.*—The national flag, and the national and state coats of arms; the parts of a vessel, with distinctions between the different kinds of vessels; biographical sketches of Washington and Franklin.

*Fourth Class.*—Rectangular and spherical solids; buildings, the different kinds, and the materials used in their construction; object lessons on ten metals, ten specimens of the most useful woods, and on ten kinds of rocks.

*Third Class.*—Air, water, and respiration, municipal and state government, courts of justice; historical sketches of Pericles, (Why not of Aspasia?) Chatham, Jefferson, Samuel Adams, and Lincoln.

*Second Class.*—The solar system, the properties of matter; the mechanical powers; historical sketches of the crusades; the discovery of the America; the Declaration of Independence.

*First Class.*—Outlines of the properties of matter, motion, mechanics, hydrostatics, pneumatics, sound, heat, optics, electricity, and magnetism. Circulation, respiration, digestion, and secretion, with practical hygiene.

The above is taken from the last report of Mr. Philbrick.

The following is the schedule of salaries in the Boston schools:

**HIGH SCHOOLS.**

- **Head Masters:**
  - First year: $3,300, First year: $2,700
  - Second year: $3,780, Second year: $3,000

- **Sub Masters:**
  - First year: $2,100, First year: $1,500
  - Second year: $2,400, Second year: $1,800

- **Asst. Principals:**
  - First Asst.: $1,620, Third Assts.: $1,140
  - Second Asst.: $1,380

**GRAMMAR AND PRIMARY SCHOOLS.**

- **Masters:**
  - First year: $2,700, First year: $2,100
  - Second year: $3,000, Second year: $2,400

- **Sub Masters:**
  - First year: $1,500, Second Assts.: $792
  - Second year: $1,800, 3rd & 4th, 1st yr.: $540
  - First Assts.: $1,140, 3rd & 4th, 2d yr.: $600
  - First Assts.: $852, 3rd & 4th, 3d yr.: $750

**SPECIAL GRADES.**

- **Music:** Director: $3,000, Director: $3,000
- **Drawing:** Director: $3,000, District teachers: $2,400

In the department of vocal music, in addition to the director, there are six special instructors, and in that of drawing six in addition to the director, Walter Smith.

Considering that the schools of Boston do not average more than half the size of the Chicago schools, the principals or "masters" are well paid. We suspect that the Boston schools are not so superior to those in other large cities as they are usually considered; but the salaries paid in them and the large proportion of men are beautiful features.

**THE STATE TEXT-BOOK MANIA.**

The position of the Weekly upon this question ought not to be misunderstood, because it has never been an equivocal one. Of this fact no discriminating reader capable of discerning between good-natured railery and serious writing needs to be assured. In several of its earlier issues, when this craze was at its height, the Weekly enunciated its creed in no dubious terms. Nothing has occurred within the past two years to modify the convictions then expressed. We said then as we say now on general principles, that the whole scheme of state publication or dictation upon questions of this kind is false and absurd in theory and must prove embarrassing, unsatisfactory, and disastrous to the true interests of education in practice. The true theory of the American school system, and its greatest strength, is local management. The nearer these schools and all their interests can be kept to the people the better for the schools and the better for the people. It is left to the people to select their teachers, to build and furnish school houses, and generally to exercise a careful watch and supervision over them. The duty of selecting the text-books is of the same class as those above named. The state might with the same propriety dictate the building of particular school houses or the employment of particular teachers as arbitrarily to select and enforce the use of particular books. The object of our public school system is almost as much to educate the people in certain respects as to educate the children in certain other respects. This exercise of local self-government, this experience in the management of public affairs, is really the chief strength of the republic. Here, our people are prepared for higher duties of public administration, and here their responsibilities should be exercised to the fullest extent compatible with the interests immediately in hand.

One of the principal objections made to public education by its enemies, and it is far from being destitute of force, is that it takes from the parent the responsibilities and duties that especially appertain to the heads of the family. As well may the state undertake to specify what particular agricultural implements the farmers shall use, on the ground that it appropriates money to the Agricultural Society, or any other specious plea. This whole business is puerile and preposterous and painfully illustrates the degeneracy of our statesmanship. Much has been said of the success of the Minnesota scheme. Well, what is its outcome to date? After agonizing over cheap text-books and devising several elaborate and complicated plans through a period of ten years or thereabouts, that state, through the machinations of a set of heartless demagogues, the chief of whom is a reputed enemy of the public schools, has succeeded in forcing a series of books into about one-third of the districts. We know from personal observation that the quality of the books as to paper, typography, and mechanical execution, is such, compared with the regular editions by the same houses, that the latter are the more economical of the two.
The remote effects of such legislation few seem to consider. But it may be set down as an immutable truth that violations of the laws of trade and of the principles of political economy will surely, in due time, suffer their inevitable penalties. We notice that the "Illinois plan" introduces a feature attempted in the "Minnesota plan" of 1871, by undertaking to hire brains at a specified price to get up the books, instead of availing itself of the trained skill of those who have made the subject a special study, and of the competition of rival authors and publishers. But no matter what may be the particular plan, or how it may be hedged about by specious plausibilities, we desire it to be understood once for all, that we are opposed on principle to all schools, We are in favor of leaving the question to the local school authorities, until, at least, more light shall have dawned upon our vision, amply justifying a change of editorial base.

SUGGESTIONS TO PRIMARY TEACHERS.

MRS. F. W. CASE, Columbus, Ohio.

CHILDREN must be busy about something. Their school hours should be given to useful work, or to equally useful recreation. They should be led to see that their occupations serve some useful purpose beyond keeping them out of mischief, or else the whole nature of the child will rebel against the work.

A school of first grade pupils only should be held in one class and taught as a unit, until they have some idea of slate work.

General preparatory lessons in language, reading, spelling, and numbers, at the least, should alternate, interspersed plentifully with rest and recreation, and "pencilship" should form an important part of every exercise. In a school of more than one grade older pupils may be taught to assist the little ones in learning the use of the pencil.

But the time soon comes when the school must be divided into classes. How shall we keep one division quietly busy, while the other is receiving instruction?

Base the work to be done upon your course of study. Let the first work be so simple that no child need fail to do it.

NUMBERS. Write on the blackboard the figure one, with one cross, one ring, one dot, thus: X O. Direct the child to copy; draw a horizontal line beneath and repeat, trying to make each line better than the last. For the next lesson, figure two, with two crosses, etc.; then both figures; then three, and so on. When he can copy correctly, give the figures only, and let him add crosses; then giving crosses, omit figures, for him to supply; then reproduce entirely from memory. As soon as the forms and values of a few figures are mastered, give examples to be solved with objects, and carefully written out with the proper sign. For cheap, convenient, and noiseless objects, gather old postal cards and cut into narrow strips.

SPELLING. Write—not print—the lesson on the board for the child to copy. If it is only done at first in hieroglyphics, beyond your power to translate, let it be in neat columns. Encourage perseverance and painstaking. Insist upon a cross for every i and a dot for every i. The child will decide where to put them, though you may not be able to do so. Give misspelled words to be copied a given number of times, and see that they are not mis-copied.

READING. Let all reading lessons be copied in script from the board. Let all capital letters and punctuation marks be correctly placed upon the board and carefully copied. These things take time,—which is enough for our present purpose.

The very youngest pupil who uses a book should learn to translate print into script. As this is slow work, you will find it useful. Suppose he has Harvey's Reader. First Lesson:

"The cat ran, The rat ran, The rat ran at the cat."

Print like—not somewhat like—the letters in the book.

a, c, e, h, n, r, T, t, with the script letter beneath each one. Let the child find the first letter (T) in his book; the corresponding letter on the board; the script beneath; write the latter and proceed to the next letter in the book. Explain that the letters near each other in the book are to be joined on the slate. For the next lesson add to those on the board

b, d, H, m, s,

keeping the alphabetic order and placing capital and small letters side by side.

For another exercise, (valuable for other purposes than the one in hand), let the child hunt out and write all the words he cannot name in his lesson—and sometimes, instead, all the words (in columns) that he does know.

LANGUAGE. Write sentences with blanks for the child to fill. Omit the verb first until he can supply the word readily, thus: "The boy —"; then the noun, "The — swim"; then the predicate adjective, etc.

Write sentences without capitals or punctuation, to be copied and corrected; also, sometimes, with misplaced capitals and marks. (Erase the incorrect form, as soon as it has served its purpose.)

Give a model from which the child is to write what he sees in the school-room. Let the model be the simplest possible, at first, "I see a —.

Tell him to notice what he can at recess, and write from the model "I saw —". Gradually enlarge his sphere of observation and expand his model. You object that he cannot spell? Let him get some one at home, or an older pupil, to write for him, a list of the words he wants and let him copy from the paper he brings. Cut pictures from Sunday school papers for him to describe in the same way, i.e., to tell what he sees. Any picture will do, but something fresh is better.

FORM. Give the children slips of postal cards before mentioned to build gates, fences, houses, squares, triangles, and simple designs, and let them make drawings of the forms thus constructed. Assign them something definite to make and draw, e.g., all the forms they can think of with two slips, three, etc. Two or three pairs of old scissors—the children will bring them— and a newspaper will quiet as many restless ones. He who has the privilege of scissors, must keep all the bits together, and dispose of them properly.

COLOR. Have one or more boxes with bright bits of calico, paper, ribbon, etc., to be assorted. Let the colors be decided—not blue, green, and the like.

Some day when your "nerves are all unstrung" and you "feel as if you would fly to pieces;" when pencils fall, and slates clatter, give a slip from a child's paper (or any newspaper) to each child, with a pin to put through all the words he knows—or, all he does not know; or instead of a pin, lead pencils to mark the words. Sometimes let them write the familiar words on their slates from such slips, or with lead pencil and paper. Any thing for a change. Let some of them go to the blackboard and work occasionally.
Give permission now and then to do what they please, provided they do not disturb you nor any one around them.

These are some of the ways of keeping children busy. If any teacher has anything she thinks particularly good in this line, she will confer a favor on the writer and upon others, if she will give it to us through the WEEKLY.

COMMON PEOPLE VS. COMMON SCHOOLS.*

M iss Anna M. SOMERS.

(Concluded from last week.)

Closely allied to this charge of inefficiency, is that of want of thoroughness. It is not claimed that our pupils are satisfied with merely sipping from the fountain of knowledge; that they do not take full, deep draughts; that they do not give that deep thought and hard study to their work that students were taught to make, and for which the public was willing to pay a little, but in either political party. Can we, with any reason, demand the study of arithmetic a little further? I presume you will not consider it; and if you do not consider it, how absurd it is to require that the sum of money spent on the public schools shall be considered as an item in the assessment of property, unless we can show that the cost of the schools is out of proportion to the income of the community.

There has been a great hue and cry made about teachers' salaries. The report recently issued by the last State Superintendent contains the following statistics: Whole amount paid to teachers during the school year ending September 30, 1878, $4,770,536.60; number of teachers employed, 22,492. Now, I have performed an example in long division, using the greater of these two numbers for the dividend, and the smaller for the divisor; and I learn from the quotient that the average salary of the teachers of Illinois last school year was $184.56. But you will say, "The divisor is too large. There are not 22,492 teachers are employed for a school year." The same report gives, number of graded schools, 810; high schools, 127; whole number of ungraded schools, 11,514. Adding these figures, it will be seen, that to give each of these schools one teacher through the year requires 22,451 teachers. Diminish this number, that is, the number of high schools, and still there are needed 22,324 teachers.

Purse the study of arithmetic a little farther. I presume you will not consider me guilty of exaggeration, if I say that the cost of board, for the same year, averaged $4 a week. There are 52 weeks in a year; 52 times $4 is $208; and $208 taken from $1,845.60, leaves $1,637.00. Reduce the price of board one half, and it will still be found that the girl you have hired to prepare your dinner can put more money into her pocket than we into ours. Now, I have not introduced this computation here as a plea that teachers should receive higher wages, but only to prove to you that you pay them no more than you do any other class of workingmen, and that a large part of the wages received by them from the people returns to the people. In other words, they are not getting rich.

You have built costly school houses, not so much because the present school system demanded them as the "spirit of the times." Village has vied with village, and city with city. You have expressed, at the ballot box, your will that these shall be built, and now point to them with pride, exhibiting them proudly to the "stranger within thy gates." You are not afraid to do otherwise than build them. Your property would have depreciated in value and your town and business suffered if you had.

But it seems that the teachers and school-houses do not consume all the public funds. In the summer of 1877, S. M. Etter, then State Superintendent, addressing an institute held at Elsmoor, said that only a little more than one-half of the sum raised by the state for educational purposes was paid out. He did not state clearly what was done with all of the remainder; and if I remember rightly he said he did not know. Accounts were not itemized, and often he could obtain no satisfactory information concerning expenditures. But he gave an instance as only one of many, showing in what manner the public moneys are sometimes unwisely spent. The school directors of a certain district in the southern part of the state had bought of an agent some school apparatus, and had paid five times its value, because they were ignorant of its real worth. In his report for 1875-76, he says, "I am con-
VINCENT: that the amount of money expended is far in excess of what is required for good and efficient schools. "One county superintendent reports that $41,806 was paid to teachers, and $13,000 for fuel and other incidental expenses in his county, in the year 1876, making the cost of fuel, etc., nearly one-third the entire sum paid to teachers for services rendered." Tax-payers, what can you expect, when by your votes you elect county superintendents who cannot write their own names, township treasurers who cannot add a column of figures correctly, school directors who can neither read nor write, and lest you accuse me of making false statements, I will say that Mr. Zetzer, in a speech made before the Illinois State Teachers' Association, in the winter of 1877, said that there were lying in the state capital at Springfield, reports that will substantiate the first two—and for the third I have the word of a school director who resides in Peoria county, and if this be the case "in a green tree," what shall it be in the dry? If you put men in office whose only fitness for the position is, that their names are on your party ticket, pay the price therefor as meekly as you can, but do not lay it at the door of the common school. I am not accusing any one of intentional dishonesty, but you know very well the general looseness that prevails in spending the dollars drawn from the public treasury, and that the proper handling of such large sums of money requires intelligence and skillful and accurate accountants. Why, gentlemen, those $6,000 slip through our fingers so easily, that we can scarcely tell why or whither, though anchored by all debits and credits of single and double entry.

But this matter of cost is being righted. Retrenchment has begun. Already expenses are reduced, and as the country's finances are placed on a more sure basis, we may expect still further reduction. The cost of public education last year is nearly two and one-half millions less than in the year 1876.

One word for the high school, which seems just now to be under special condemnation. Years since, when I was teaching in this city, an embryo citizen of this free republic objected to studying geography; and his objection was coached in this bit of choice English: "My father never studied geography, and he never lost himself no place." You smile at the boys reasoning, but friends, his argument against the study of geography is equal to yours against the high school, when you say "I have never studied Greek; I have never studied Latin; I have never studied physiology, chemistry, geology, nor any of the philosophies.

Pray look at me, Why don't you see,
that I have come to man's estate, have amassed riches, and am an honored and an honorable citizen of this great commonwealth, and what's the use of knowing more than I do?" Perhaps there is no need of knowing more, but I do hold that there is need for a different kind of knowledge. You have studied geography, arithmetic, history, and grammar, and you concede that these branches should be taught in the common schools; and that every worthy person should have a knowledge of them, in addition to reading and writing. But can you tell me what a man should know all the capes of Asia, and all the laws which govern her being? Is there any reason why she should know the sources and courses of all the rivers on the globe and not know how to remove a grease spot or an ink stain from a garment or a carpet without injury to the fabric? Tell me if you can, why a boy should puzzle his brains over duodecimals, arithmetical and geometrical progression, alligation, and permutation, and not know the proper construction of a chimney to secure a good draught; or the constituents of the wheat, corn, and potatoes he may raise? Nay, more, I believe that the slight acquaintance of Greek and Latin which can be obtained in your high schools will be of more service to a varied and extended course of reading, which every sensible person nowadays pursues, than the ability to name all the islands in the South Sea.

Good people, what would you? These schools were founded by your fathers for the benefit of the common people. They have been handed down from generation to generation, till now they are entrusted to your care. Are you worthy of your trust? I cannot believe you are, but this constant failure finding will do more to undermine them than all that can be brought to bear upon them from European shores. "A continual dropping will wear away a stone;" and just as surely continual grumbling will produce effect. And what then? Will ignorance with your concomitant vices lessen your taxes? Suppose the schemes of the Utopians be realized, shall the presidential chair be replaced by the monarch's throne? Does it require no taxes to support a king? Read, for your answer, that bloodiest page in the annals of the world—the French Revolution.

If history teaches anything, it teaches that this government is already tottering. Laugh at the thought, if you will. So did the ancient Romans; but Rome fell, nevertheless. Its only salvation lay in intelligent, God fearing men and women. The schools and the churches—both are needed to teach such men and women. Take either away, and you strike the death knell of the American Republic.

CHICAGO NOTES.

Better have an army of oxen led by a lion than an army of lions led by an ox.

Son of mine, bear this in mind. Never seek a quarrel or a fight, but if you cannot escape therefrom, remember that the first blow, judiciously delivered, is half the battle.

A man never knows his strength till he is knocked down. The story of the Titans is not a fable; it is literal truth. It is not the ability to stand up all the time, but that of standing up straight and strong after being knocked down, that wins in the end. It is beautiful to wait.

The course in numbers adopted by the Principals' Association last Saturday is excellent. With a few exceptions and amendments, it is the one published in recent numbers of the WEEKLY, and is substantially the report of the committee. It is an excellent antiseptic for the course now in vogue and a virtual revival of the ante-Doty grading.

It was enough to make anybody five years—just five years—younger to attend the last Principals' meeting. Business was done. Pedagogues were free to speak. Ideas were exchanged. Progress was made. Parliamentary rules were understood, and regarded by the presiding officer. Indeed, the men and women present were flattered into the notion that they constituted an independent, deliberative body. Mr. Howland presided with wit, grace, firmness, knowledge, and discretion. Mr. Howland's character is stamped not only on the schools but also on the thousand and one graduates of the High School who fill various positions of honor and trust in the community. Say, boys and girls, friends and fellow citizens, educators and educators, why not Mr. Howland?

TRACHERS' SALARIES.

At the last meeting of the Board of Education the salaries of teachers were fixed for the remainder of the school year. Why they were not fixed for the fiscal year, according to the rules of the Board, is one of the curiosities of school board legislation. Instead of an absolute increase of salary, as was intended by the Council, the Board decided to hold the extra appropriation and apply it to salaries according to the market value of scrip, to be decided monthly. If we are good, and keep still, and never think, or have an opinion, and "copy in a big round hand," we may receive an increase of salary, according to the differential calculus, by a vote of lunar periodicity. Evidently we are orphans, and the school system of Chicago, being hydra-headed, is acephalous. We should send a delegation to Springfield to lobby through the measure of organizing the schools under Fire Marshall Matt Bener.

BREAKERS AHEAD.

One of the most villainous policies now threatening to prevail in this city is that of blotting out the distinction between Grammar and Primary schools. The result of it will be, not to level up, but to level down; to reduce salaries and drive out the men-teachers. This is the policy of that select coterie of unmentionables who shaped the destinies of our schools some years ago. To these parties horizontal supervision of the schools, i.e., supervision limited to the office, is preferred to the vertical supervision by the principals, and women-principals more desirable than men-principals, inasmuch as the former are supposed to be more easily manipulated. It's quite gratifying to observe that in regard to the far-seeing gentlemen caught two or three well-developed Tartars.

The above-mentioned policy was outlined by an "eclectic writer," in the Tribune of May 10, 1875, in an article headed as follows: "A Radical Change." "The Board of Education appears to Have Received Upon Some Needed Reform." "The System of Grading to be Simplified, Expenses to be Reduced, and Greater Efficiency Secured." "Abolition of the Nominal Distinction Between District and Grammar Schools, and Equalization of Principals' Salaries." "The New High School Department—A Removal in the High School of the Tailors' Premium and the Dressmaker's Fine.

The following are some extracts from the article: "The best of his (Medill's) appointees still remain, President Richberg being one of them"...

Since the election of Mr. Richberg to the chair the educational affairs of the city has (sic) been characterized by new vigor"..., "What is most urgently needed is more energy and capacity in supervision, and it (sic) seems to be most lacking very near the head."

The effect of the war on the schools, of which the above was the bugle blast, is too evident to need description. Is it about to be renewed?
Practical Department.

OUTLINE OF A COURSE OF STUDY — CHICAGO SCHOOLS.

GRAMMAR CONTINUED.

N. W. Boomer, Secretary of Committee.

FIFTH GRADE.

GRAMMAR:—I. Case, number, and person of nouns and of personal pronouns.
2. Transitive and Intransitive verbs.
4. Analysis of simple sentences containing adjective, adverbial, and objective word modifiers.
5. Expanding simple sentences by the use of adjective, adverbial, and objective word modifiers.
6. Correcting common errors of speech.

COMPOSITION:—1. Short compositions and letters.
2. Substitute words in sentences for others of like meaning.

SIXTH GRADE.

GRAMMAR:—I. Tenses of Indicative and Potential modes.
2. Active and passive voice of verbs.
3. Use of “to be” as copula with attribute to form predicate.
4. Analysis of simple sentences with adjective, adverbial, and objective phrases.
5. Expansion of simple sentences by the use of phrase modifiers.
6. Abstracts of lessons learned with special attention to capitals and punctuation.
7. Correcting common errors of speech.
8. Classification and combination of letters and sounds and syllabication.
10. Etymology through the verb limited as above.

SEVENTH GRADE.

GRAMMAR:—I. Analysis of simple sentences, and of compound sentences with simple members, and of complex sentences with one dependent proposition.
2. Text-book to Prosody.
3. Parsing all words.
4. Combination of separate kindred statements into a single sentence.
5. Capitals according to Rules.
7. Letter Writing.
8. Written reviews of lessons learned including biographical and historical sketches.

EIGHTH GRADE.

GRAMMAR:—I. Text-book completed and reviewed.
3. Compositions written from abstracts furnished.
5. Letter Writing.
6. Historical and biographical sketches, written reviews of lessons learned, essays on current events and Business Forms.
7. Theory and Art of punctuation.
8. Correction of False Syntax.
9. Indicating Analysis.

PUBLIC SCHOOL EXAMINATION QUESTIONS.

Prepared by Mr. C. H. Ashdown.

Grammar—Higher 4th Class.

1. Define and give an example of (a) a Simple Sentence; (b) a complex Sentence; (c) a Compound Sentence; (d) a Conjoined Sentence; (e) a Collateral Sentence; (f) an Elliptical Sentence.
2. “Modern English is only a somewhat altered form of the language which was brought into England by the Saxons and Angles, and which in its early form, before the changes consequent to the Norman Conquest, was commonly called Anglo-Saxon.” (a) Classify the propositions; (b) Classify the phrases; (c) Parse the verbs, and the words in italic.
3. Illustrate what you mean by “Active” and “Passive” Voice, and a Predicate Adjective.
4. Give the derivation and meaning of imibe, canticle, incorporate, indebtedness, indelible, diary, doctor, famous, felicity, figure.
5. Give a derivative from cado, caro, centum, cor, curas, doxas, equsa, faber, festus, finus.
6. Write a letter to John Thompson for settlement of account.

Grammar—Lower 4th Class.

1. What is the difference between the Indicative and the Subjunctive Moods? Give an illustration of the definition of each.
2. To make the seal pleased for mercy; the tyrant would not listen to his cry.
(a) Classify the propositions; (b) Classify the phrases; (c) Parse the words in italic.
3. Change “He may come to-morrow” from the Subjunctive to the Indicative. What is the difference between a weak and a strong verb? Give three examples of each.
4. Enlarge the following predicates by means of (a) adverbs; (b) adverbial phrases:
   The dog barks. The sun shines.
5. What elements go to make up the English language? What is an affix? a prefix? Etymology? a primitive word?
6. To what language does each of the following words belong: Manna, mosquito, potato, tobacco, tomahawk?
7. Give examples of simple and compound words.

Grammar—Higher 5th Class.

1. Define a Pronoun. Classify Substantive Pronouns. Of what persons are the Personal Pronouns?
2. How many persons are there? Give an illustration of each person. To what class do pronouns of the Third Person belong?
3. In what person can we indicate gender? What three personal pronouns, how would we have to write:
   “I made a man who said he had found a purse, which he thought was mine, and asked it to me.” Parse the underlined words (omit case).
4. If we had no personal pronouns, how would we have to write: “I met a man who said he had found a purse, which he thought was mine, and asked it to me.” Parse the underlined words (omit case).
5. What words should begin with capital letters? Name the capital letters.
6. Draw up a note of hand for $5 at thirty days in favor of Richard Jones.

English Grammar—Lower 5th Class.

1. What is a Sentence? What is a Noun? What is a verb?
2. What are the three shortest words in the English language?
3. With what kind of letter should every sentence begin? What mark should be placed at the end of every sentence that makes a statement?
4. When we write a question, what mark should follow it? Is the word “I,” or the word “O,” ever written with a small letter? When should we write the word “at” with a capital?
5. What words should always begin with capital letters?
6. Write six sentences of not more than three words each, each sentence to contain a noun and verb.
7. Correct the mistakes in the following sentences, and tell why they are mistakes: John LOLs at me. The Bad boy killed A cat Can you sing 0, I am so glad to see you.
8. Arrange this letter properly, and sign your own name: Dear Teacher Windsor 30th January 1879. Please may I go home at 3 o’clock? yours Respectfully.

I like The Educational Weekly because it has point and edge.—Supt. A. L. Wade, Memangulla county, W. Va.
RECIPIATION AND STUDY PROGRAM IN DAILY USE AT SCHOOL DISTRICT NO 58, DONIPHAN CO.
KANSAS—55 SCHOLARS.

<table>
<thead>
<tr>
<th>Time</th>
<th>Recitation Program</th>
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<tbody>
<tr>
<td>8:50 to 9:00</td>
<td>Opening Exercises, 10 minutes</td>
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<tr>
<td>9:00 to 9:15</td>
<td>First Reader, 15</td>
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<td>9:15 to 9:30</td>
<td>Second Reader, 10</td>
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<tr>
<td>9:30 to 9:45</td>
<td>Third Reader, 10</td>
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<tr>
<td>9:45 to 10:00</td>
<td>Arithmetic E., 10</td>
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<td>10:00 to 10:15</td>
<td>D., 15</td>
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<td>10:15 to 10:30</td>
<td>C., 20</td>
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<td>10:30 to 10:45</td>
<td>B., 15</td>
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<tr>
<td>10:45 to 11:00</td>
<td>Recess, 15</td>
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<tr>
<td>11:00 to 11:15</td>
<td>Arithmetic G., 10</td>
</tr>
<tr>
<td>11:15 to 11:30</td>
<td>Second Reader, 10</td>
</tr>
<tr>
<td>11:30 to 11:45</td>
<td>Third Reader, 10</td>
</tr>
<tr>
<td>11:45 to 12:00</td>
<td>Grammar B., 15</td>
</tr>
<tr>
<td>12:00 to 12:15</td>
<td>Writing (or Drawing) 20</td>
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<tr>
<td>12:15 to 12:30</td>
<td>Noon, 60</td>
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<tr>
<td>12:30 to 12:45</td>
<td>First Reader, 15</td>
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<tr>
<td>12:45 to 12:50</td>
<td>Second Reader, 10</td>
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<tr>
<td>12:50 to 1:05</td>
<td>Third Reader, 15</td>
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<tr>
<td>1:05 to 1:15</td>
<td>Fourth Reader, 15</td>
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<td>1:15 to 1:30</td>
<td>Fifth Reader, 15</td>
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<td>1:30 to 2:00</td>
<td>Grammar A., 15</td>
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<td>2:00 to 2:15</td>
<td>Recess, 15</td>
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<tr>
<td>2:15 to 2:25</td>
<td>Geography or History, 10</td>
</tr>
<tr>
<td>2:25 to 3:00</td>
<td>Arithmetic F., 10</td>
</tr>
<tr>
<td>3:00 to 3:15</td>
<td>Geography (2 classes), 10</td>
</tr>
<tr>
<td>3:15 to 3:30</td>
<td>History, 15</td>
</tr>
<tr>
<td>3:30 to 4:00</td>
<td>Arithmetic A., 10</td>
</tr>
<tr>
<td>4:00 to 4:15</td>
<td>Spelling B., 10</td>
</tr>
<tr>
<td>4:15 to 5:00</td>
<td>Arithmetic, 10</td>
</tr>
</tbody>
</table>

Study for A. Grade.
Study for 2d Reader Grade.
Study for 3d Reader Grade.
Study for 1st Reader Grade.

EXPLANATIONS.

The First Reader class is composed of three divisions.
Arithmetic classes A. B. C. D. are in "Ray's Third Part."
Arithmetic class E. in "Ray's First Part."
Arithmetic class F. in "Ray's First Part."
Arithmetic class G. in "Ray's First Part."
Arithmetic class H. in "Ray's Second Part."

ENGLISH ETYMOLOGY; OR THE LAWS OF FORMATION FOR ENGLISH DERIVATIVES.

M. M. CAMPBELL, IND.

In words of more than one vowel e:final is in English always silent. It is, indeed, not a letter, (not a sign of sound), but a sign of quantity in the
vowel preceding. It means for that preceding vowel just what the macron
(—), over a letter means in Lahn; as Plane, plan; Vane, vân. And all lexi-
cographers now use these Latin signs as diacritical marks in English. But
old English had no nove, (—); and e:final was its usual macron.

We now hav in English three ways of making a syllable long and so marking
it:
1st. By doubling its vowel; as Baa, seen, door; [each word a monosyllable].
2d. By putting into a syllable a silent letter either before or after its sound-
ed vowel; as miles, mean, deal, sign, stake;
3d. By annexing e:silent at the end; as, plane, vane, mane, mine.

Now verbs and all other parent-words lose this silent e in their derivatives
whenever the inflection, or added suffix, begins with a vowel. Thus from
plane comes plan-est, planes, plan-ing, plan-ed, and plan-er. But final e of
the root is never thus dropped out when the added suffix begins with a consonant;
plane-ful, hate-ful, abate ment.

Whenever o or g soft precedes the e:final, [i.e., when the sound of the root-
word ends in or soft], then the e is retained before a suffix that begins
with a, o, or u, because any one of these three vowels, if thrown immediately
after it, would make the soft letter hard. And this would change the word
and confuse the thought.

Or, though, must here yield a little for sake of orthoepy and of clear thought. But, aside from this single and only exception, we ought always to
follow the laws of our own etymology, as expressed by

RULE 1, OF ENGLISH SPELLING:

A Derivative word whose root ends in silent e drops this e before a vowel,
but retains it before a consonant; as, Hate, hat-ing, hat-ed, hate-ful.

A living language is always changing its orthoepy— and, of course, its ortho-
yography, also. But change in spelling is slow and laggard. It always falls

Both Geography classes called to recitation seats at once. * denotes that a part of that grade is reciting at that time.
At 10 A. M. First and Second Readers allowed to go out.
At 1:55 P. M. First Reader allowed to go out.
At 3:30 P. M. First and Second Readers dismissed.

far behind the change in speaking. Thus when I was a boy our grandparents still read, as they had been taught both to read and to read, have, April, fer-
tle etc., though these long vowels had then become short and most people
then said, as we now say, hav', April, fer'it etc.,

For those old men, then, the e:final was right. It was a true sign of quanti-
ity as our language once was, and as they had learned it. But now it is false,
and to false sign. Everybody now says, hav', April, fer'tle etc.; and everybody so
reads these words, and of course everybody ought now to write them. And
yet, April is to this day the only one whose changed orthoepy is followed by
a change of spelling. And thus we have now dozens if not scores of words in
which e:final is both useless as a letter and false as a sign of quantity.
Nothing is plainer than that in all such cases the silent e ought to be omitted
in writing. It is a silent tie, a false and misleading guide to the learner.

Such a silent letter as e in mien, e in mean, g in sign or in stie may be
tolerated as a diacritical mark, or sign of sound, so long as it remains, as in
these four words, a true sign, and is thus a safe guide for the learner. But
whenever it becomes false as a sign it ought instantly to be dropped. And
that reform in spelling, [a reform in accord with law]. I hav' now begun in
practice, and I kindly invite a following not only by more radical reformers,
but also by all lovers of pure English—by all who would be loyal to the
supremacy in our language of our own English Etymology and true to her brief
and beautiful laws.

BLOOMINGTON, IND., April 3, 1879.

The half dozen educational journals which receive, none of them, in my
opinion, is equal to the WEEKLY. Had I had such a valuable assistant when
I commenced teaching sixteen years ago, it would have saved me from
many a blunder. * * * The young teacher who starts out without first secur-

The Educational Weekly is leaving behind him one of his most val-
The Educational Weekly.

Educational Intelligence.

E D I T O R S .

New England—Prof. J. Marshall Hawken, Principal Jones School, Portland, N. H.
Indiana—J. B. Roberts, Principal Grammar School No. 5, Davenport.
Minnesota—O. V. Tooley, Supt. Public Schools, Minneapolis.
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 17, 1879.

THE STATES.

GEORGIA.—The Thirteenth Annual Convention of the Georgia Teachers' Association will be held in Rome, Ga., April 29 and 30, and May 1, 1879. Programme—Monday, April 29, 1879. Afternoon Session—2 p.m.—Organiza-
Tuesday, April 30, 1879. Morning Session—9 a.m.—Paper by Dr. A. G. Haygood, President, Emory College, Oxford, Ga. The Education of Laura Dewey Bridgman. Discussion. 12:30—Specimen Class Recita-
tion by Pupils of Boys' High School, Bothwell Graham, Principal. Af-
ternoon Session—3 p.m.—Discussion of topics by Elementary, High School, and College Divisions, of G. T. A. Visits to Institutions. Examination of papers, books, school furniture, etc. Evening Session—5 p.m.—Address by Hon. G. J. Orr, State School Commissioner of Georgia, Atlanta. The Needs of Education in the South.

Thursday, May 1, 1879, Morning Session—9 a.m.—Paper by Dr. A. G. Haygood, President of Emory College, Oxford, Ga. The Education of Laura Dewey Bridgman. Discussion. 12:30—Specimen Class Recita-
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Friday, May 2, 1879.—Excursion to Cave Spring and the Asylum for Deaf Mutes, on S. R., & D. R. R., tendered by citizens of Rome. Collation by citizens of Cave Spring.

GENERAL INFORMATION.—The sessions of the Association will be held in the Memorial Hall of Shorter College. All ladies who are members of the Association, or wish to become such, and the male members whose wives accom-
pany them, will be entertained by private families without cost. The other gentlemen will be furnished board at the best hotels at the reduced rate of $1.00 per day. It is desired that all who expect to attend, should, as soon as possible, notify the Chairman of the Local Committee of Arrangements, Prof. S. C. Caldwell, Rome, Ga. Agents of publishing houses are invited to be present, and every facility will be afforded for the exhibition of their books, furniture, apparatus, and other school requisites. The railroads of the state will extend their usual courtesies to the members of the Association, and will either furnish them round trip tickets at reduced rates, or return them free on the certificate of the Secretary. For further information, address the Secretary, or the Chairman of the Local Committee, Prof. S. C. Caldwell.

W. B. Bonnell, Secretary.

All teachers, of every age, sex, and position, within the confines of Georgia, owe it to themselves, their pupils, their schools, their patrons, their commu-
nity, their state, their country, to attend, if possible, every Convention of this Association, since it was organized and is sustained for their mutual aid and improvement. Go, hear, enlist, DISCUSS, and you cannot fail to derive some benefit.

WISCONSIN.—Supt. Mahoney, of Kenosha county, must be "raising the standard" with a vengeance. Only one half the applicants for certificates secured them at the recent examination.

The La Crosse schools closed week before last with considerable eclat. Visiting committees composed of some of the most prominent citizens were in attendance at the various schools and will report their opinions and observa-
tions. The Chronicle's report shows that the people attended the exercises in crowds. No sooner had Supt. Roby finished his work in connection with this matter, than he set out for Whitewater, where he received and carried off

with him one of the best and finest schools'"ante his or any one else can find, Miss Maggie Ray, a graduate of the Whitewater Normal and a former teacher in La Crosse.

Pres. J. W. Starns, of the Whitewater Normal, has recently delivered two lectures in the hall, on the various phases of life in the Argentine Republic, from which over seventy dollars were cleared and are to be used in orna-
tmenting the assembly room. More profitable or interesting lectures are very scarce indeed. The President was over four years connected with the schools of that far-away and little-known republic and so speaks the things he has seen and knows.

Prof. Salisbury, by permission of the Regents, and upon invitation of the teachers of Dakota, is conducting an institute this week at Vermillion.

Rev. Jas. B. H. Felton, of the University, recently lost a daughter by death, and now Pres. Chapman, of Beloit College, loses one by "a missionary to China." More Chinaman noli nilo discrimina ager, adapting the motto of the North American Review.

The annual examination for state certificates will be held in Madison, begin-
ing Tuesday, Aug. 12, and closing Friday, Aug. 15. The Board is com-
posed as follows: Pres. D. McGregor, of Platteville, Prof. G. W. Peckham, of Milwaukee, and Supt. J. T. Lunn, of Ironsont, Sauk county.

Rev. L. W. Winslow, of Peoria, formerly superintendent of Oconto county, has been appointed by the Governor as superintendent of Marinette county, and Mr. H. H. Woodmansee, of Oconto, has been appointed superintendent of Oconto county.

Mrs. A. R. Sprague, of Evanston, assisted at the Winnebago County In-
stitute, Illinois, the first week in this month, and gave an evening lecture to a crowded house. He is reported by the Rockford Register as having won considerable distinction among the numerous educators who were present, as well as among the teachers.

The Baraboo Republic says: "Quite a ripple of excitement was caused in the public schools this week by a visit from a member of the school board. There will probably be a marble slab put in the wall to commemorate the event." When the whole board go there will be a tidal wave, we suppose, and if the people want good schools let them insist upon two or three such tidal waves every term and they will get them. To invest money in buildings, apparatus, teaching, and incidentals, and then fail to provide thorough supervision is the height of unwisdom.

Literary clubs of all kinds are flourishing in this state and especially those connected with the high schools. Those connected with the Black River Falls and Baraboo schools have recently given public entertainments of which the local papers speak in the highest terms of commendation. These clubs, so far as they stimulate any direct individual, self-sustained literary study, are of the utmost value to their members. We see no signs more promising than their vigorous activity.

ILLINOIS.—From present indications there will be a goodly number of summer "Normals" this year. Pres. Griffin announces a session at Fulton College. Supt. Lee, of Coles, will hold the customary session at Loma. Supt. Smith, of McLean, will convene his teachers about the first of August, and other superintendents are discussing the advisability of doing likewise. Champaign will carry the program by doing only professional work. This move will be regarded with interest. Ex-Supt. Wells, of Ogles, will open his school of in-
structor, at Oregon, immediately. His skill as an instructor and, especially his knowledge of methods of teaching, should bring him an abundant patronage.

The Aurora Beacon devotes a good deal of attention to the subject of popular educa-
tion. Its words are usually wholesome and wise. In a recent is-
The Educational Weekly.

The Athletic Association of the University has been duly incorporated. Its charter runs for thirty years.

At the home and day school, No. 62 Miami avenue, Detroit, April 10 was observed as "Lowell's Day," and the pupils of Rev. Mr. Liggett and daughters gave an entertainment of readings, recitations, and dialogues from Lowell.

The institute at Wyandotte was a success. The teachers and citizens are fully alive to the importance of good schools and willing to work for them.


did not in existence nearly 73 per cent of those who are now enjoying its facilities would be deprived of the privileges of education they now enjoy.

The Springfield State Journal of April 4 contained strong arguments in behalf of the state normal schools.

The directors of school district No. 4, in McHenry county, present a good report for the year ending April 5. The total expenses for the year were $4,657.80. The amount of cash on hand is $1,655.94. In spite of opposition and prophecies of failures, the board have added the teaching of the rudiments of vocal music, to the curriculum of the public school.

The Woodstock public school is reported in excellent condition.

Winnebago county has enjoyed another of its annual institutes, under the general management of Mrs. Mary L. Carpenter, county superintendent. It was a gratifying success in every respect, at least as far as we have heard. Valuable addresses were delivered by Prof. E. C. Hewett, of Normal; Supt. Duane Doty, of Chicago; Prof. A. S. Sprague, of Evansville, Wis.; Mrs. E. L. Wells, of Oregon; and others. The total number of teachers in attendance during the week was 176. At the lecture Friday evening, by Mr. Doty, the court-room was crowded by at least a thousand people, and as many as five hundred went away unable to find admittance. The Register characterizes the speaker's appearance pretty accurately as follows: "He is a man of large, genial, good-natured appearance, with long, luxurious, dark beard, which he wears in 'chin-whisker' fashion. His style is that of the military man or politician rather than that of the educator. He speaks directly from the mouth, without any attempt at display." The music during the institute, chiefly furnished by Prof. C. F. Woodward and his assistants, is commended in the highest terms. The Daily News very justly says, that to the untrained energy, good management, and able direction of Mrs. Carpenter is due the success of the whole.

At Woodstock school matters are very quiet. Two new members of the school board. The new board is very harmonious. Their first act was to order the purchase of $400 worth of chemical and philosophical apparatus. The next meeting of the County Teachers' Association will be held in the high school building at this place April 26. The meetings are pleasant and profitable to all who attend.

The Decatur Republican speaks of the examination of the ward schools, at the close of the spring term, as unusually creditable to both teachers and pupils, and says: "From all that can be learned in a general way, it is evident that the schools of this year are fully as good in all respects as in years past, and the teachers have evidently aimed to do their whole duty."

Professor Robert McClain Cummock gave an evening's reading to the employees of Jansen, McClurg & Co., and their friends, at Hershey Hall, Chicago, last week. The reader is Professor Elocution in the Northwestern University, and is one of the first in his art in the country. The entertainment was all that might have been expected from the well-known taste and proficiency of the orator. A large audience listened with rapt attention throughout. The program embraced many gems of literature and favorite pieces of the rostrum.

Michigan.—Miss Ella Finch, late teacher in the Blissfield schools, has accepted a similar position in the city schools of Adrian.

At the fifth regular session of the tri-state (Michigan, Ohio, Indiana) teachers' association at Toledo, O., May 3, Michigan will be represented by Supt. J. C. Jones of East Saginaw, in a discussion of the subject, "What we owe," and by Prof. Isaac N. Demmon of the University in a paper entitled "Library work in the Higher Grades."

Mrs. E. Hadson has been elected to fill the vacancy in the Howell schools caused by the resignation of Miss Jane Neely.

Mr. Lynden Dunbar, who has had charge of the Southfield Center school, Oakland county, closed with an exhibition. An admission fee of ten cents was charged and about eighteen dollars collected. It is reported by the Ftunatic Bill Foster that Mr. Dunbar, instead of paying the cost of music, horse hire, tending door, and other incidentals, as promised, paid the three dollars for the use of the Odd Fellows Hall and left with the remaining fifteen dollars.

E. O. Grover and James Shearer, "men tried and true," have been elected Regents of the State University.
CORRESPONDENCE.

"CONSISTENCY, THOU ART A JEWEL."

To the Editors of the Weekly:

I am well aware that it is presumption for a country school teacher to undertake to write for an educational journal that has the able corps of contributors that the Weekly has. Greater still is the presumption in writing any reply to an article from the pen of a teacher from the city, especially one from the city of Chicago. I am well aware that, metaphorically speaking, he may easily set his foot upon this defenseless head and treat it out of sight in the mud of literary annihilation. Yet notwithstanding all these things, I wish to note a few things about G. D. Broomell's article in No. 110 of the Weekly, in which he so severely applies his scholastic lash to Superintendent Marble. I confess that I live out in the country and possibly am fifty or a hundred years behind the times. I do confess that I cannot see the present need of so much effort to reform our spelling. If I may judge from the foreign words which I find scattered here and there in my limited reading, the French, Italian, Spanish, and other languages stand in a greater need of reform than the English does. No one dares to attempt the pronunciation of words from these languages without consulting his dictionary in every case. For example, what words have we in the English language any worse than casuaceous, mediddans, beasts, beasts, charge of affairs, and many others?

But granting a reform to be immediately necessary, and expedient, we have had nothing offered that answers the requirements of the case. No system yet proposed has ever been consistent with itself. I have never yet seen one that was not full of contradictions, errors, or inconsistencies. An illustration of this, let me call attention to Mr. Broomell's communication. He has endeavored to illustrate his method by introducing his reformed spelling into his article, but has failed to carry out his theory in practice. In the first place he ought to reform the spelling of his name standing at the head of his article, but has failed to do so. In the second member of the second test equation in my criticism of 'R's' solution, he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither. Neither he ought to spell neither nor neither.

I am now ready to make my literary "last will and testament," for I can almost see the shadow of extinction coming to drop mercilessly upon this head, and I know my time is short.

COUNTRY SCHOOL TEACHER.

THE INTER-STATE ORATORICAL CONTEST.

To the Editors of the Weekly:

The Judges selected for the Inter-State Oratorical contest are: Gen. Wm. H. Gibson, Ohio; Wm. T. Harris, St. Louis; and ex-Gov. Will. Camback, Indiana. Iowa State University is making arrangements to do itself credit in the entertainment of its guests. The date of the contest is the 7th of May next, at Iowa City.

AUBURN H. FELLOWS, President.

WHAT IS YOUR NAME, AND WHERE DO YOU LIVE?

As an illustration of the difficulty we often experience in deciphering the names of our subscribers we publish the following playful note from—where? Our friend—and all other friends—will see that the mistakes are not all due to our carelessness. If there were only one Athens in the world we would be pretty sure we knew where this letter came from:

ATHENS, April 5, 1879.

S. R. Winchell & Co., Chicago:

DEAR SIRS:—I have endeavored upon several occasions to tell you what my name is. That I have not succeed in informing you, is evident from the address upon my journal, received to-day.

If I am guilty of some heinous offense by which I forfeit the right to my legal name, I feel justified in clinging to it until I am legally informed that I have no claim upon it.

Now, sir, if you will be kind enough to lay aside your prejudice for once, and call me by my lawful name, I shall be pleased; the postmaster will be saved trouble, and my friends have one subject less for remarks. Allow me then, upon the close of this to give to you the phonetic analysis of the word "Ramey," and not the word "Raney." A natural, long a; m natural, long e, and y for relief from French; thus making the word Ramey complete without addition, modification, or cancellation.

FERMIN MEENDRIVE.

THE VICTIM OF A MISrepresented NAME.

Originally Ramey, transformed to "Rainey," "Roney," "Runey," "Riney," "Ramsey."—

GERMAN AND FRENCH IN PUBLIC SCHOOLS.

To the Editors of the Weekly:

I cheerfully endorse your remarks on S. M. Augustine's letter, concerning "German in the Public Schools,"—see No. 110.

Certainly, let German be taught in our schools; let it be taught well, by as competent teachers as we have for other important branches. Let it be taught, not one year, as is usually the case; but six years if possible,—university courses in modern languages exclusive. The day has come when French and German must assume their right place in our schools and colleges; just as French and English have in Germany for more than fifty years, and in France for the last eight years, i.e. since the last country has realized the importance of knowing what other nations know and do.

I would like to say, let French be also taught in our public schools, not one year but six years; but I fear it would be asking too much at a time. Students look to Germany for what they cannot, or rather do not try to find in this country. Not only students, but to some very great extent, every one in this country believes that Germany is the land. That being the case, added to your very forcible remarks, referred to above, let German be taught in our schools. The day will come when France,—a sister republic,—will have her turn; then I shall say, let French be taught,—a fortiori.

ALFRED HENNEQUIN.

MOD. LANG. DEPT., UNIV. OF MICHIGAN.

ANN ARBOR, April 3, 1879.

A GENERAL FORMULA FOR X. Y.'S PROBLEM.

To the Editors of the Weekly:

The second member of the second test equation in my criticism of 'R's' solution should read =1879. This renders the solution easier, but it illustrates the fact that we either have to know, or guess exactly, a value of one of the unknown quantities in using 'R's' method.

A few mornings since, I made a very elegant general formula for solving such problems as that referred to by X. Y. Z. (Will be published next week.)

A boy will learn more true wisdom in a public school in a year than by a private education in five. It is not from masters, but from their equals, that youth learn a knowledge of the world.—Goldsmith.

Premiums for New Subscribers.

1. To any present subscriber for THE EDUCATIONAL WEEKLY, who will send a new subscriber's name, with the cash for a year's subscription ($2.50), the publishers hereby offer to give a copy of ANY BOOK PUBLISHED, the retail price of which does not exceed $1.00.

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MINNESOTA.—Miss Harriet E. Clark, of Trempealeau, Wis., has just been elected teacher of reading and composition in the St. Paul high school. Miss Clark is a graduate of Oakshorn Normal School, and was at one time assistant in the LaCrosse high school. She is a very methodical and efficient teacher, and we believe she will be successful in her new field of labor.

A teachers' institute was held in Preston, Fillmore county, commencing March 31 and continuing through the week. Prof. B. M. Reynolds, Principal of the school at Northfield, and Mrs. Sanderson, at one time preceptor in the Winona Normal School, were teachers, the institute being under the charge of John Brady, Esq., the county superintendent. There were about one hundred and thirty members, who were intelligent in their appearance and earnest in their work. An able, scholarly address was given on Monday evening by Hon. D. Burt, State Superintendent. Prof. Reynolds lectured Wednesday evening and Col. Colburn, a lawyer of Preston, read a valuable paper on Thursday evening on school law. On Tuesday evening the Banning Sisters of St. Paul, gave a first class entertainment in reading. Most of the members of the institute attended and were greatly profited thereby as well as highly entertained. On the whole the institute was quite successful. Mr. Brady, the county superintendent, shows himself to be business-like, faithful, and able official, who should be continued in his present office.

Carleton College opened April 9 with nearly 100 students. More are expected.

MISSOURI.—It is the complaint of The St. Louis Globe-Democrat that Missouri, with a population of over 2,000,000, has not a single college, outside of St. Louis, of even the third rank, after the standard of Eastern schools.

The following plan of reducing expenses and, at the same time, retaining the state and county officers, and their duties are enlarged.

The state education provides for a six months' school term in each of the six terms. The state public educators, the people, except when the effect is to require a tax for education, provides for a six months' school term in each school, and thirty members.who were intelligent in their appearance and earnest in their work. An able, scholarly address was given on Monday evening by Hon. D. Burt, State Superintendent. Prof. Reynolds lectured Wednesday evening and Col. Colburn, a lawyer of Preston, read a valuable paper on Thursday evening on school law. On Tuesday evening the Banning Sisters of St. Paul, gave a first class entertainment in reading. Most of the members of the institute attended and were greatly profited thereby as well as highly entertained. On the whole the institute was quite successful. Mr. Brady, the county superintendent, shows himself to be business-like, faithful, and able official, who should be continued in his present office.

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IOWA.—Mr. J. C. Thomas has our thanks for a copy of Mew's Barnes & Co.'s latest school publication, "Fourteen Weeks in Botany." It is a first-rate book.

After a short but exciting course the Davenport school board adopted the Appleton series of Readers.

The state contest in oratory or declamation, for high school pupils, will take place at Waterloo, May 16. A number of the best high schools are preparing to participate, and will send delegates. These contests stimulate imitative power in the student, and we hope the first meeting will be an educational event.

Gen. H. Thomas, Benton Jr., formerly a resident of Marshalltown, and for several terms Superintendent of Public Instruction in that state, died in St. Louis last week.

The "Nashua Post" strongly favors the re-nomination of Hon. C. W. von Cullen. It says: "If the rule that to an efficient officer should be accorded a second term is good for anything, then it is our opinion that the State Superintendent should be re-nominated."

We clip the following from the Iowa Normal Monthly for April, to show that errors are not confined to any particular school journal: "The extract purporting to be from a report of Supt. D. Miller, given in the March No., should have been credited to Supt. F. W. Guernsey, of Plymouth county. It was all right but the name; and what is there in a name?" That new geography has been ordered.

There have been thirty-five educational meetings in Marshalltown during the past winter. Can any county in the state show a better record? asks the Republican.
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EXAMINATION QUESTIONS.

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SPRING OF 1879.

Theory and Practice.

1. Outline your first hour’s work in a new school.
2. What is the benefit of a contract? By whom should it be signed and approved?
3. Name four of the most important objects of a recitation.
4. At what time do you allow scholars to ask questions, or move about the room?
5. What is the proper temperature of a school room?
6. How do you secure ventilation?
7. What are the chief advantages of a daily programme?
8. What means do you resort to prevent whispering?
9. How do you stimulate your pupils to study the subject matter of the reading lesson?
10. By what means do you seek to prevent tardiness and absence?
11. About what should be the dimensions of a country school-house, capable of accommodating forty pupils?
12. Why should a teacher make a careful, special preparation for each recitation?
13. Why should the state exercise supervision over education?
14. What would be your plans for reviews?
15. Mention some of the duties of parents to the school.
16. If you find the school-house without curtains, maps torn, desks marked, blackboard uncleaned, the leaves of dictionary lost, do you do anything to remedy these defects?
17. Name five essential qualifications of the true teacher.
18. Name five distinguished teachers of ancient and modern times.
19. Give a list of five books on the subject of teaching.
20. What incentives to study can you suggest to your scholars?
21. By what method do you teach spelling?
22. Do you have a regular time for writing in your school programme? Do you insist that every pupil should take part in the exercise?
23. What is your view in regard to offering prizes to scholar?
24. Why do so many teachers fail in school discipline?
25. Have you ever derived benefit from teachers’ Institutes?

Written Arithmetic.

1. Write the composite numbers between 25 and 40, and separate each into its prime factors.
2. Show that a common divisor of two numbers is a divisor of their sum and their difference.
3. Divide twenty-four thousand two hundred and sixty by sixteen million.
4. Require the cost of 2400 feet of lumber at $8 per M., and 1125 pounds of hay at $9.50 per ton.
5. What is the smallest sum of money for which a person can purchase, either oxen at $85 each, or cows at $35 each?
6. Is 2½ per cent of what number?
7. At 7½ per cent what is the amount of $72.49 from Nov. 27, 1857, to Feb. 7, 1859?
8. Give the U. S. Rate for computing the amount due upon promissory notes with endorsements.
9. How many rods in length is the diagonal of a section?
10. What is a cube? A cubical bin holds 100 bushels, what is the length of its edge?

PUBLISHERS’ DEPARTMENT.

BACK NUMBERS of the Weekly will be furnished or ten cents each until the supply is exhausted. If notice is sent as of a missing number immediately on receipt of the next number, it will be mailed free. Always give the number of the paper, not the date. In ordering back numbers of this paper, always give the postoffice and state from which you wish the address changed. Bound volume for 1879, Half Morocco, with gift stamp, can be had for six cents.

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—The list of books advertised by Lee & Shepard in another column is peculiarly a “teachers’ list.” They are all choice and valuable publications. Lee & Shepard do not often publish anything else.

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Wedgwood's Topical Analysis, $5
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Hill's True Order of Studies, $1
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Haldeman's Outlines of Geology, $1
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Kudie, Harris, and Collins' How to Teach, $1
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