Editorial.

A common public error is that foreign born citizens are opposed to the public school system. This error is natural, owing to the utterances of the blatant demagogues who, in too many cases, push themselves to the front as their representatives. On examination it will be found that in nine cases out of ten these demagogues are the sons or grandsons of foreign parents and because of their superior cunning—no matter where acquired—worn themselves into the confidence of an easy-going but honest class of people, composed of the nationality to which their fathers belong. The demagogue is either a genteel idler who wears his hand behind his back except when it is in somebody else’s pocket, an alleged professional man who devotes his valuable (?) time to “fixing slates” and “putting up jobs,” or a dealer in wet groceries, who “runs the machine.” The nominating conventions are full of such people—honest working men and merchants are too busy to take part. The nomination once made, the voters are driven to its support more through the spirit of party hate, national prejudice, and social shoddiness on the part of the opposing party, than through their wish to be represented by the genteel idlers, alleged professional men, or the dealers in wet groceries. The foreigners who are alleged to be at enmity with the public schools are those whose history and traditions proclaim them lovers of public schools. They established them for their own children, and the people of all nations were free to share in their benefits, “ere the Saxon, or the Norman, or the Dane” had any idea of education.

It is curious, though not strange perhaps, that while governors, legislators, orators, and editors are exhausting themselves in these United States, in the efforts to curtail the privileges of the poorer classes (some, particularly the editors, call them the “dangerous classes”), in the matter of education, the public men of Europe are advocating the extension to that same class of persons, of these same privileges which in most cases they enjoy to a greater extent than the corresponding class in this country. A short time ago, Mr. Gladstone, the ablest and honestest public man of these times, made an eloquent plea for a further extension of educational privileges to the English working classes—(working men are never called “dangerous” in England). Prince Leopold, Victoria’s son, spoke on the same occasion, and while perhaps not so eloquent as Mr. Gladstone, was equally earnest. One of the first works undertaken by the French Assembly after the recent republican successes was the erection of over one hundred schools in the City of Paris, and so it is all through the “effete” nations of Europe. The trouble with our governors, legislators, orators, and editors is that, as in all things in this free and enlightened country, they want a monopoly of the little intelligence which belongs to their class. Many of them, too, owe their position to a deplorable lack of knowledge on the part of their constituency. A little more intelligence on the part of the people, and they would soon cease to play such fantastic tricks before high heaven, as we have been obliged to witness for the last few years.

Here are the bills recently approved by the committee on accounts, at Holyoke, Mass.: Pauper department, $1,552; contingencies, $39; city property, $314; street lights, $225; schools, $267; highways and bridges, $235; fire department, $179; sidewalks, $237; South Holyoke school-house, $533; total, $2,866. Such bills are approved in almost every town and county in the United States, and there is little grumbling except over the vast sums paid to support the public schools! Here the total expense for schools is $260, while the pauper department costs $1,552. Comment seems unnecessary. When the people begin to realize that money invested in schools is money that is sure to bring a rich harvest of good things for the future commonwealth, and that the greater the amount invested in this direction the less will be needed in the pauper department, then we may hope to hear less complaint on account of money spent for public education.

Until we can have educated and intelligent voters to elect our legislators and congressmen, it will be idle to hope for the ideal republic planned by our forefathers. And, speaking of voters, reminds us that the Pine City Record, Minnesota, says:

“Over in the town of Stanchfield, Isanti county, the spelling mania never raged to any great extent, at least we should judge so by the following ticket which was used at the late spring election there: 3 superintendents, 1 justice of the peace, 1 treasurer, 1 assessor, 1 clerk, 2 constables. We would advise some of the voters over there to take lessons of their children.”

And yet doubtless these same voters are “down on spendin’ so much money on lammin’,” “What is the use of their children knowing more than their parents?” is the argument advanced by every ignoramus in the land, and heralded by unprincipled politicians or editors merely for personal ends, and by people in all grades from merely selfish purposes. They have no regard for the future, or posterity, for what can posterity do for them?
It is hardly to be wondered at, that intelligent women are clamoring for a chance to vote, especially on school matters.

All intelligent people realize the necessity of educating the people. It is not enough that the voter can read, write, and spell. He should have the higher and broader education which fits him to make and obey good laws. The children of the rich can easily gain such intelligence. Their surroundings and associations all tend to educate them to appreciate what good government is, but the hope of the nation rests with the masses who are comparatively poor. The hope of education for them is in the public school. If the people are satisfied with primary education then abolish the high schools, but if the people desire to possess all the intelligence that the rich can command, let them not raise a clamor against their own interests. All this talk about taxation for higher education, or the enormous sums spent upon the public schools, should be silenced by figures. Let the people be satisfied when they pay less for the public schools (the one thing that is of greatest benefit to the people) than they pay for any other public institution, whether it be poor houses, lunatic asylums, or jails.

**NORMAL SCHOOLS AND ELEMENTARY INSTRUCTION.**

*The Normal News* is a small sheet published at Cortland, N. Y., and is edited, we believe, by the students of the Normal School at that place. Referring to a recent editorial in the *Weekly on Elementary Instruction,* it says:

"When, however, the writer turns from the defects of the school system and seeks the means by which they are to be remedied, he advances a strange theory and discloses a surprising misunderstanding of facts. He says that elementary teachers should be trained "within the sphere of their duties, but not beyond it;" in other words, what and how the teacher is required to teach, he should first be taught, nothing more. Without discussing the point, we feel safe in saying that the teacher will be most successful, other things being equal, who has the widest range of knowledge aside from the subjects he is required to teach; we will go farther, and say that no teacher who teaches to the limit of his knowledge, can be as as successful as he would be had he a reserve force from which to draw. Elementary instruction cannot produce the highest grade of elementary teachers. And now for the other point on which we are forced to differ with the writer, facts. He is so kind as to inform us that 'most of our normal schools are only on the 'ragged edge' of their true work.' Indeed!"

Setting aside the modesty of such a criticism from such a source, we are moved to suggest that that young man, if he long survives the pressure of wisdom under which he now "groans and travails," will doubtless yet encounter many theories that will be strange to him, but that will be sound and true nevertheless. He should remember that he has much yet to learn of education and educational theories even though he be a student in a normal school. Listen to the youth as he puts into our editorial mouth the nonsense that: "What and how the teacher is required to teach, he should first be taught, nothing more." The "nothing more" is drawn from the imagination of the "chief" of the *Normal News,* or perchance he had just risen from a lesson in literature wherein Poe's Raven had been under discussion and he was somewhat dazed by the glare and the glitter of the light thrown upon that gloomy subject.

"Without discussing the point," we will also say that a teacher cannot know too much provided he be modest in the assertion of his wisdom; that, "other things being equal," the widest range of knowledge should be cultivated by all who teach. But other things not being equal, we still insist upon a better teaching of the elements, even in the normal schools, and we also insist upon a more detailed and thorough professional preparation for skillful elementary teaching in the public schools. We insist that such thorough elementary instruction as we ought to have, will produce a far higher grade of teachers than most of our common schools now get, or ever will get, through the so-called higher academic courses in the normal schools which contrive to turn out yearly a limited stock of graduates whose "great expectations" lead them directly away from the elementary instruction demanded by nine tenths of the people of this country as their only help from the schools. We insist that if our normal schools would get right down to the business for which they were established, the preparation of common school teachers, if they would aspire less to the work of the higher institutions of learning, and more to the development of their specialty—professional training, and if they would thus yearly reinforce the great army of elementary teachers with skillful, earnest recruits who understand their duties, there would be less complaint of their cost and more public confidence in the honesty and intelligence of their management.

We would have our normal schools confine themselves for the present to a course of elementary preparation, "broad enough," in the words of Guizot, "to make men of those who are willing to receive it, and able masters worthy of the high vocation of instructing the people." We would recognize the principle that a good teacher must know much more than he is expected to teach, and yet we would leave to high schools, colleges, and the like, the work which belongs to them and not to the normal schools. We would conduct the latter on the theory that they were created and are supported at the public expense in order to confer the greatest good upon the greater number. We assure our modest young contemporary that we think we do not misunderstand the facts we are dealing with, and we confidently reassure that "Most of our normal schools are only on the ragged edge of their true work." Of course, the normal school at Cortland must be excepted under the qualification expressed by "most." Let the editor of the *News* take Mr. Greeley's advice and he will get a more expanded view of the situation, and become a more competent judge of the facts of which he now "discloses a surprising misunderstanding. Two years given to Latin, English, History, Higher Algebra, Spherical Trigonometry, Zoology, and similar studies will not be likely to stimulate a teacher's ambition to teach the common branches, or lead him to be satisfied with thirty or forty dollars per month in a district school. There is a large amount of substantial gush among a certain class of educational spouters about "the widest range of knowledge aside from the subjects he teaches," etc., when everybody knows that teachers thus ambitiously educated do not and will not go where they are most needed, in the lower schools. It is only when teachers are trained to work within a given sphere that they work there. If trained to work in a higher sphere they will not work in a lower one; and this is just where the normal schools that are making such a parade over "higher courses" are traveling out of their proper spheres and subjecting themselves to merited criticism. The difficulties of teaching are in the lower grades, and hence the skill is most needed there. Advanced classes are able largely to help themselves, provided they have been previously well and skillfully handled. What we want of normal schools is to develop the teaching and governing talent, to expound the philosophy of education rather than the philosophy of Greek and Latin idioms. We want them officered by men of experience and character who comprehend their true
aims, and who will conscientiously adhere to the true and
safe policy in their management. But enough for the present.
We shall recur to the subject again in due time. It is too im-
portant to be allowed to rest. A little agitation may not prove to
be unwholesome for some of these institutions. A little pointed
criticism is needed here and there, and will unquestionably re-
sult in good to the schools.

GIVE THE BRIGHT ONES A CHANCE.

HOLDING back bright pupils for the sake of the dull ones
is unwise, unjust, and leads to mischief. Bright boys and
girls have some rights—they should have some privileges too.
Graded courses in too many instances debar them of their rights,
and in nearly all cases deprive them of any privilege whatever.
Because the majority of a class are not up to the standard for
promotion to a higher grade, the bright industrious pupils are
out of mischief but bestow on them the reward of industry and
will to place Latin in the list of optional studies in

In the former, examinations are frequent and promotions rapid,
and the optional studies in the latter not only keep the deserving
and the best scholars
high schools to the fullest extent, are exceptional in

also remarked the too common remark, even among tea-
crackers, that the best scholars

This is a book for popular use, containing such old songs as
have become favorites and not worn out, and many new ones of
variable merit. Most of the new ones are by Mr. Perkins,
whose style seems specially adapted to sacred singing. In so
large a collection—one hundred and fifty-one different songs—
there will be found some which will probably not survive many
generations, but the majority are well suited to home and social
worship. The book marks the first step beyond the late Moody
and Sankey "craze." While the editors seem to have studiously
avoided the so-called "Moody and Sankey songs" in this collec-
tion, they have stoned for such omission by the insertion of the
old standards, like America, Evan, Dennis, Boylston, Balmer,
Rockingham, etc., and have included a few fine solos, though
scarcely any songs for children. The book is cheap at 35 cents,
and being the latest, is probably the best for the purposes de-
signed.

The Gospel Male Choir. By James McGranahan. Published by John Church

The preparation of such a collection of sacred songs for male
voices has long been a desideratum. Mr. McGranahan's valuable
experience in providing this class of music for "gospel meet-
ings" and church service has contributed to the publication of
the very best work of the kind that has ever been brought out in
this country. The pieces are not long, or difficult, nor are they
written in too high a key for an ordinary tenor voice, as is too
frequently the case.

The book is to be commended for the uniform excellence of
its pieces, the good taste displayed in choice of words, and the
variety in style of the music it contains. For male choirs no
better book can be found, and in the use of it, there will rarely
be a failure to find such music as is suitable to the wants of
churches in their various religious observances. Many of the
best pieces were composed by Mr. McGranahan himself; others
are by Bliss, Weber, Perkins, Tanner, Case, Stebbins, Palmer,
Tenney, and the classic writers.


This book is a collection of anecdotes many of which have already
appeared in the newspapers, although some now make their
first appearance in print. But whether old or new all are alike
readable, and amusing.

It is just the book to take up in those moments of leisure be-
fore supper, or after a day of disappointment or failure, when
one feels too tired even to rest good naturally. It will revive
your worn-out energies and inspire you with renewed vigor, for
a good laugh always regenerates. In fact, it is just the book one
likes to have lie on the sitting-room table, always ready to en-
tertain, like a friend that is never "put out" and is always ready
for company. There are legal, political, ministerial, and peda-
gogical anecdotes; the funny side of business, medicine, and
error are shown; and love, matrimony, and the children are not
forgotten.

In fact, we think it will not be easy to find another collection of
wit more complete or more amusing.

The following is an extract from a lecture delivered by Joseph
Cook in Boston:

When I was in Wittenberg, in Germany, where Luther nailed
up his theses against the church-door, I saw there in bronze, in
raised letters, the propositions he defended in the first Protestant
Reformation. Under universal suffrage there is, or will be,
needed a second Protestant reformation, to rescue the school, as
the first rescued the Bible. I beg leave to nail upon the door of
this Boston audience hall certain American propositions as to schools for the people. I should be grieved if the hammer should seem to have an apologetic sound as it fastens up the propositions which I propose to stand by, although I can do no more than nail them up to-day. They are these:

1. The education of poor children is the Plymouth Rock of American liberty.

2. No more mischievous lie is in public circulation than the assertion that the high schools are maintained by the poor man's money. The poor man pays only a poll tax. The rich support the high schools.

3. The education of poor children, until they show of what they are capable, is the only measure that can give the state the full strength of its citizens.

4. Children are not educated to this degree in the common schools; but the able of them may, in the high schools, awaken to a consciousness of their own capacities.

5. So far from its being an objection to high schools that they teach the poor and ignorant to be dissatisfied with their condition, the merit of high schools is that they awaken in poor children that have capacity a dissatisfaction with their condition and an omnipresent spirit of aspiration and self-help.

6. Educated only in the rudiments taught in the common schools, the mass of poor children, even when of equal natural ability with the sons of the rich, are not likely to obtain an equipment that will enable them to compete with rich men's children, educated well.

7. The abolition of the high schools, open to the poor, tends, therefore, to widen the chasm between the children of rich and poor and to make of the latter an inferior class.

8. American institutions cannot bear the existence of permanent and hereditary class distinctions, based merely on birth and wealth.

9. The high schools are needed as much as military, naval, and agricultural schools. The latter are supported at the public expense, although only a few attend them. The benefit they confer on the whole people is the justification of the tax on the whole people for their support.

10. The high schools are the nursery of that united citizenship which is essential to the perpetuity of American institutions.

11. The high schools are the indispensable nursery of teachers for the public common schools.

12. They are the nursery of industrial schools and of the inventors, who spring from the ranks of labor.

13. They are the nursery of colleges, and of the lawyers, physicians, and preachers, which the colleges help to prepare for the service of the people.

14. Secondary instruction gives civilization the benefit of its best leadership. It is a silver link between the iron link of primary and the golden link of liberal education, and gives the best public men a connection closer than they would otherwise have with the masses, and gives the masses a confidence they would not, in America, otherwise attain in their best educated public men.

15. High schools are opposed by and to sectarians, who wish to have all instruction in their own hands and who attack the common schools, which are the cornerstone of American civilization.

16. The assumption that the children of atheist parents have such rights that the public school system of the United States should be made atheistic will never be tolerated by the American people.

17. The assumption that an Italian priesthood are representatives of Romish children, and, as a foreign power, can make a treaty with our Government and settle all difficulties by dividing the school fund and abolishing the high schools, will never succeed in the United States.

The ages will respect no state that is not made up, as the Plymouth monument is, of education, law, morality, freedom, presided over by a genius having in its arms the volume of religious instruction, of political sanity, of patriotism, of pure homes, of self-help, and pointing upward, to the unobscured celestial constellations, with whose motions our political and educational movements must harmonize, if they are not to end in chaos.

SPECIAL CORRESPONDENCE—FROM CALIFORNIA.

UNGRADED SCHOOLS.

SUPERINTENDENT MANN, of San Francisco, made a talk before the California State Teachers' Association worthy of the attention of every country school teacher in the land.

The first difficulty a teacher meets, which is that of organization, until late years, has been connected with a multitude of different series of text-books. He recommended grading as soon as one can, and as well as he can, and not follow law too closely. The law prescribes only how little should be done, and not how much. It was made like a Jewish out, large enough for the largest, and small enough for the smallest. In California school-law there are recognized ten distinct grades, and one teacher has necessarily ten teachers' work to perform. He would dispense with the advanced grade at once.

It is a mistake to devote so much time to three or four advanced pupils. Review them with lower grades, and allow them to pursue advanced studies by themselves. Let them assist in hearing lower classes, hear them recite at recesses, mornings, evenings, etc.

It should be a law of the land that every teacher, upon quitting a school, should leave behind him a list of his classes, persons in them, and the standing and proficiency each one of the school had attained, and the new teacher should begin where his predecessor left off in every case. Would not have more than three or four classes in reading. Very rarely go beyond the Fourth Reader, but if pupils could read in the Fifth they could in the Sixth, and he would therefore omit the Fifth. No earthly need of six readers. Would not have more than three classes in arithmetic. One in numbers, which should be taught orally; and one class working on their slates; and one advanced class. Not more than two classes in geography. Only one class in grammar, and the highest class in the school. Language lessons should precede grammar. Would not have more than twelve recitations, which would give an average of twenty or thirty minutes to a class exercise. Would teach some subjects—not every day but alternately. Teach spelling with every class in the school. Teacher's motto should be, "No word recited unless understood and spelled." In some class recitations, one pupil should go to the board and spell every difficult word. In reading, would not be confined to the text-books by any means. Recommended reading of newspapers to some extent in school. Have once a week a 'newspaper lesson' as a regular exercise of the school. Have all cut out articles relating anecdotes of animals, etc., etc., to be read in school. Take a book from the library, open it and pass it around the room to be read without previous knowledge. Country school teachers have time to make 'elocutionists,' but should see to it that no pupil ten or twelve years old leaves their schools who cannot read a newspaper aloud to the old folks, or a group of friends or strangers intelligently and intelligently. Some invaluable suggestions how to conduct exercises were given. Did not yet know whether the music and other accomplishments furnished by the schools of to-day were as valuable as the old-fashioned struggle with arithmetics. Do all possible to be done with small numbers, teach ground rules, common and decimal fractions, and interest, and leave the rest for those who have that natural turn of mind. More practice is what is wanted. It has never yet entered into a school teacher's mind how little local geography should be taught in school. History should be taught in connection. Take a lesson on Mexico for instance, and let pupils tell ten particulars for review next day.

The speaker next asked what should be done with the time gained by having few classes? He mentioned extra reading. Swinton's Condensed History should be subjected to a pressure of 1,000 atmospheres, and afterwards...
The Euphrates Valley has never—or at least, is generally known. Codify and simplify constitution of the U.S., California Laws, etc.

Music which trains the heart as well as the mind should receive attention, even though the teacher does not sing. Teach Drawing, which is exceedingly valuable in every department of life, and especially to those persons engaged in manual pursuits. The teacher should have a general knowledge of all the natural sciences, and be proficient in some one department. The value of science as a matter of discipline could not be overestimated. Read it in the magazines of the day. Keep up with the times.

If the teacher is an enthusiast he can not help but impart a portion of his enthusiasm. Cultivate friendly relations with pupils. Power for good will be increased by identifying one's self with the interests of the community in which he teaches.

James Faulkner.

A LIBRARY OF TWENTY-FIVE BOOKS.

Fred. B. Perkins, editor of The Saturday Magazine, Boston, suggests the following list of books as competent to make their owner a thoroughly well-informed person by mastering even half their contents:

1. Bible. The Bible Society's small pica 8° double column, is a clearly printed and very good edition.
2. Smith's Dictionary of the Bible, edited by Hackett. Better, but more costly is McClintock & Strong's Biblical and Theological Cyclopedia (now out as far as letter N).
4. Encyclopaedia Britannica, if you can afford it; if not, Chamber's Cyclopedia.
5. Haydn's Dictionary of Dates, or Townsend's Manual of Dates, each one volume. Short accounts, with dates of places, countries, and subjects, would serve to some extent instead of No. 4.
6. Bartlett's Dictionary of Familiar Quotations. A book so good that it may almost rank as a Bible in its class.
8. Perkins' Best Reading. Prepared by the present writer; but he finds it so convenient that, having no longer any money interest in it, he boldly recommends it. It is a list of topics or subjects, with names of books on each, and prices.
9. A compendious Universal History. Tyler's or Miller's; or, perhaps, Freeman's General Sketch. There isn't and can't be a satisfactory one.
10. Blair's Chronological Tables, Bohn's edition. This, or some other good chronology, is the backbone of all real historical study, and is indispensable for it.
11. An Atlas. If you can afford it, have Johnston's or Black's for the rest of the world, and Johnston's (the back editions can often be found cheap, and will do very well) for America. But these two nicer would cost some $50 or $70. Putnam's issue, one of one hundred maps, much cheaper, and the "College Atlas" is cheaper yet.
12. Thomas's Biographical Dictionary, two volumes; or Phillips' Brief Biographical Dictionary, one volume, which is cheaper, but very short, giving only one-line entries.
13. Hildreth's History of the United States, six volumes, 8° (to 1820); or Willard's, in one volume, 8°. Ollier's three volumes, published by Cassell, is rather costly, but a pretty good book.
17. Coates's Fireside Cyclopedia of Poetry, or Fields and Whipple's, or Bryant's, or Dana's similar collections.
18. Shakespeare's little "Handy Volume" edition, in eleven volumes, 32°; or the new "Avon" edition, in one volume, R. 8°; or any decent edition; there are hundreds.
19. Tyler's Primitive Civilization.

22. Brugsch's History of Ancient Egypt. These last four books, taken together, will give a competent view of the chief points in what may be called the modern ancient history. At any rate, they show the latest discoveries of facts, and the soundest conclusions about them, as to the primitive history of man.
23. Buckley's Short History of Natural Science.
24. Tait's Recent Advances in Physical Science. These two books will do in some measure for the knowledge of the physical universe what the four preceding will do for the history of man.
25. Ueberweg's History of Philosophy. A condensed but comprehensive and very candid and intelligent account of the history of speculative thought.

This collection of twenty-five works would amount (taking the larger sets) to some sixty or seventy volumes, and would cost somewhere toward $300 at full prices. But any one who will be familiar with these books, and use them as well as they can be used, will be well instructed, both for time and eternity.

And lastly, if any reader desires further information about these books, or any others, let application be made to The Saturday Magazine.

—The Euphrates Valley has never—or at least hardly ever—been penetrated by the English tourist, yet an Englishman has recently accomplished the task and the wild regions of Mesopotamia have been explored with a thoroughness which is as surprising as it is rare. The many adventures of the trip are narrated in a very brief book just published by Harper & Bros. entitled "The Bedouin Tribes of the Euphrates." The book will form an admirable companion to Mrs. Bracey's "Around the World in the Yacht Sunbeam."

—The lectures delivered by Bishop Simpson on methods of preaching, before the Yale Theological Students, have just been published and form very interesting reading. The author is fresh, original, and very suggestive, although such distinguished men as Henry Ward Beecher, William M. Taylor, and Philip Brooks have preceded him on the same subject and before the same audience.

[Written for The Educational Weekly.]

STAR-LIGHT.

By TARPLEY STARR.

Cast away, as here we are,
On this shipwreck shore of ours,
How the warm lights gleam afar,
Out from every burning star,
Yonder in our Father's house!

Wondrous burners! What's within
Scattering such fire sparks about?
Are there loop holes there, I ween,
Rifts and rents in God's sweet curtain,
That this flickering light uncertain
To and fro behind the scene
Comes thus streaming grandly out?

Is there festival up there—
Happy angels always keeping
That such music fill our air—
Echoes tripping everywhere
Through these lights that flick and flare
Every night when we are sleeping?

Do ye dance, and play, and sing,
Like us poor mortals when we're best?—
Never feel the weary wing?
Never break the sweet harp string?
Not have tired limbs to fling
Down to sleep just half undressed?

Oh, dear angels! I could weep
For that ever jealous screen.
All the world is fast asleep;
Wilt thou let the secret ken?
Let me only lift, and peep
Half a wink behind the scene!

No! Ye need not flash your "No!
With such arrogant declination:
Know, O stars, when you all go,
I'm God's earth-bound star below
That shall burst clay-mold and show
What indeed is shining.
Practical Department.

A good plan is that of keeping a bulletin board in the more advanced schools, on which may be written the current events of the day. Children are usually better posted in ancient and mediæval history than in the events within and immediately preceding their own generation. By the above plan, all the advantages of the use of a daily paper in the school-room will be gained, without any of its dangers and difficulties.

It is a bad plan to send pupils into the wardrobes for punishment. Such a measure taken in a local school during the present week resulted in the cutting off of every button on the clothes of the girls of the division. It is also a confession of weakness on the part of the teacher to send children out to stand in the halls, or even to send them to the principal's office, except for a serious offense.

A Massachusetts teacher recently inveighed against the practice of frequent declamations in school. We sympathize with his views. Declamations and exhibitions are a waste of time, or worse. Instead of declamations, the study of English literature should occupy the time. English grammar, rhetoric, and literature, especially some play of Shakespeare, should be pursued simultaneously. In this matter the schools of Chicago, even the excellent Division High Schools, are much behind the times, and the schools of St. Louis, very much in advance. To this practice St. Louis owes the possession of a literary taste and culture as superior to that of Boston as it is more quiet and unaffected. In this direction Craik's English Literature is an admirable textbook.

A good plan is that of keeping a bulletin board in the more medieval or even to send them to the principal's office, except for a serious disadvantage.

OUTLINE OF A COURSE OF STUDY—CHICAGO PUBLIC SCHOOLS.

COURSE IN READING.
First Grade.
Reading from Cards and Blackboard.
Complete a First Reader.
Supplementary reading matter equivalent in amount to a First Reader, containing about the same words.
Second Grade.
Complete a Second Reader.
Supplementary reading matter equivalent in amount to a Second Reader, containing about the same words.
Third Grade.
Complete a Third Reader of about 200 pages.
Read from other text-books of grade.
Fourth Grade.
First half of the next Reader in the Series.
Read from other text-books of grade.
Fifth Grade.
Complete the Reader begun in Fourth Grade.
Read from other text-books of grade.
Sixth Grade.
First half of next Reader of the Series.
Read from other text-books of grade.
Seventh Grade.
Complete the Reader begun in Sixth Grade.
Read from other text-books of grade.
Eighth Grade.
Selections from next Reader of the Series.

M. E. FASION, Chicago.

ONE of the first things to be accomplished in teaching United States History is to give the pupils a clear idea of what it is they are to learn.

Is it not a lamentable fact that many of our pupils study history for months without any definite conception of its aim—and that when the text of the author fades from their minds they are left utterly without ideas of the subject? How many of us received our first impressions of history from a well-meaning but ignorant "hearer of recitations," who announced on the first day of a term, "The history class may take the first fifteen paragraphs in the book!"—without giving us one word of instruction regarding the contents of those same fifteen paragraphs. As well tell a child to learn as many pages from an Analytical Geometry. One would teach him about as much as the other.

How we labored over that lesson, and when at recitation we were asked, "What happened next?" with what a vain reaching out after the unknown and unattainable we endeavored to recall the first word after the period in the third line of the fourth paragraph! We were finally helped through by the teacher kindly suggesting "And when King John of Portugal had assembled his courtiers, etc." Do we not remember going to our seat with the feeling that history was the dreariest, hardest study we ever heard of, that we didn't see much sense in it anyway, and didn't believe there was any sense in it?

Pupils should never be told to commit the text until they have had some instruction. No objection can be offered to their reading the stories and looking over the illustrations, but the teacher should have a talk with them and try to give them a general idea of the entire work before assigning a lesson. For instance, call the class together and begin to talk with them about a watch, if you happen to have an elegant one, and elicit questions from the children. The average Chicago boy will ask, How much did it cost? Where did you get it? Whose is it? Did you buy it or was it obtained by some way. If we have an elegant one, and elicit questions from the children. The average Chicago boy will ask, How much did it cost? Where did you get it? Whose is it? Did you buy it or was it obtained by some way.

They know a little something of our present form of government—find from them if you can, supplying what they cannot tell, how long this form of government has existed,—tell them something of the Confederacy preceding the constitutional form, of the Revolution, ending in our independence, and of the different forms of Colonial government. Leading them from the present to the past, teach them that United States History is a study of the causes which led to the present state of affairs. When you have done this they have a better foundation upon which to build a knowledge of our history as a nation than if, without such teaching they read over and repeat the words of the book until they are gray.

So much for the what. The how is not secondary in importance.

We used to study and recite history page after page and were "good" in it too. From our youthful experience of being taught in the time-honored and respectable way above spoken of, we have still one fact indelibly impressed upon our mind. It is this: Some time, we don't exactly know when, in some

In teaching '76, for instance, before the pupils study the author, call attention to the Evacuation of Boston in March; The Declaration of Independence in July; The Capture of the Hessians in December, and Washington's famous Retreat in the late summer and fall.

The year '77 may be divided into half sections. The first six months to a day, being occupied in driving the British from New Jersey. The latter six (1) In the campaign of Howe against Philadelphia—noticing particularly the battles of Brandywine and Germantown. (2) Burgoyne in New York, noticing the battles of Saratoga and the Surrender of Burgoyne.

Hundreds of incidents, coincidences, and interesting facts may thus be brought out before and by the class.

Many of the children will get erroneous notions from the careless wording in some of our text-books, unless the teacher take great care before the child attempts to learn the lesson. As an example—I found a school of intelligent boys and girls who, from the wording of their text-books, drew the inference—and justly too—that the compromises of 1870, 1828, and 1850 were causes of the Civil War. But from their worst blemishes we may often find the very help we need to impress certain facts. I have never had any difficulty in teaching one of the principal events of Mr. Van Buren's administration, since a little boy in my room informed me that, "Van Buren had a Panic." I always tell pupils of that boy.

Interest the pupils in the pet names of great men. 1. The Father of his Country. 2. The Savior of his Country. 3. The Old Man Eloquent. 4. The Sage of Monticello. 5. The Great Unknown, and many others.

Also in the given names of noted generals. Who can't remember that Israel Putnam, Horatio Gates, Nathaniel Greene, Anthony Wayne, Charlie Cornwallis, and Harry Lee were famous men?

Have pupils map the campaigns in a war, put compromises in bill form, and in fact make U. S. Histories of their own. I would like to own some of the note books on U. S. History that have been made by pupils. I have seen four volumes made by pupils in one year and have now in my own possession two bound volumes—the History divided into periods, the subjects tabulated, the grants, territorial acquisitions, and campaigns neatly mapped on Bristol board,—historical charts, indexes, review questions, the work tabulated, and in the succeeding pages given in story form, tables of Presidents, noted generals, and famous treaties; all the work of pupils in a Grammar Grade.

Let us teach our boys and girls to love their country, to believe that this is the "best government the sun shines on"—that they should know the purposes of our forefathers in forming our Constitution, that the reason there is so much political trickery, so much corruption in high places, is because of the ignorance of the masses regarding the Constitution,—and that unless the boys of the country are taught of the things pertaining to the welfare of the United States; in the near future men more ambitious for political preponderance than for the perpetuity of the Union will overthrow the Government, and her free institutions will be destroyed.

—After the recent wholesale flogging of boys at the Minot school, Neponsit, a boy who was one of the victims was questioned as to the severity of the punishment. "Did he whip any of them so as to leave them black and blue?" was asked. "No," replied the boy, "but he made some of them yell-oh!"

An old-fashioned lady wants to write to her grandchildren at Vassar and other "female" colleges always have their ages printed in large letters in reports of alumni meetings—Miss I. Smith, President (70); Miss Jones, Vice-President (60); Mrs. Robinson, Secretary (75), etc., etc.
Educational Intelligence.

EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.

Colorado—Rev. J. C. Shattuck, State Sup't Public Instruction, Denver.


Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tooley, State Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—R. W. Stevenson, Sup't Public Schools, Columbus.

Michigan—E. B. Fairfield, Jr., Sup't Public Schools, Howell.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, APRIL 24, 1879.

THE STATES.

ILLINOIS.—The largest meeting ever held in Jerseyville in the interests of public schools assembled on the occasion of the annual school election this spring. Resolutions were unanimously adopted thanking Prin. Pike, Prof. D. J. Murphy, and the entire corps of teachers for their valuable services in the conduct of the public schools. The labor of Prof. Pike were particularly praised in the highest terms.

The Academy at Lake Forest, destroyed by fire some time ago, will be rebuilt on the university grounds, and heated by steam. Prof. L. R. F. Griffin, of the University, will take the principalship, and add instruction of the senior class in one or two branches to his regular duties as professor of natural sciences in the university. Prof. Sabin will become professor of Latin in the university, and will also have charge of the Normal Department, which it is intended to equip and conduct in the best possible manner.

The text-book bill now before the legislature is rather sweeping in character. It makes the superintendent of the schools the compiler and the state the publisher of all the books to be used in the public schools of the state. The people must use these books whatever they like or not. They have no choice in the matter. They must buy what the state makes, be it good, bad, or indifferent, and must not buy what other publishers put on the market, be they never so good. Any district which refuses to use these books forfeits its claim to any portion of the school fund. The bill is about as absurd a one as has been offered in either house of the legislature. The state might as well publish newspapers and cut off all competition by making it a penal­tatory offense to buy any other; or it might with the same propriety manufacture plows and compel the people to buy them by threatening to increase the tax on the farms of those who refused. The text-book business needs some attention, but this is a venture in the wrong direction.—Inter-Ocean.

The Illinois Normal opened its spring term with an attendance that is excellent both in quantity and quality. On the evening of April 18, by invitation of the Faculty, W. J. Marshall, of Pitcbrick, Mass., lectured in Normal Hall on "The National Park." Although Mr. Marshall is heartily endorsed by such prominent Americans as Garrison, Bryant, Dr. Holland, Charles Francis Adams, and others, the audience was not prepared for so instructive and entertaining a lecture. But little is known by the general public of this wonderful region that has been set apart by the national government as a public pleasure ground. Our limited space prevents more than a passing notice, but many will be surprised to learn that the park is half the size of Massachusetts, that it is not especially difficult of access, and that nature seems to have scattered with prodigal hand all the possible varieties of scenery in a comparatively limited space. Spouting geysers, cascades whose walls are 2,500 feet in height, falls that leap nearly 400 feet, lakes with waters as clear as crystal, hot springs almost without number, cascades and cataracts by the score, and all the varied elements of the mildest mountain scenery, are a few of the leading attractions. Mr. Marshall illustrated his lecture by fifty views with the calcium light, and this enabled his audience to obtain something like an adequate conception of the marvelous beauties of this land of wonder. The speaker's style is exceptionally clear and pleasing, and his large audience gave him the closest attention for two hours, "and wished there was more."

MINNESOTA.—George M. Gage, formerly principal of the Mankato Normal school, and afterward superintendent of schools in St. Paul, is now traveling agent for a Chicago firm.

The passage of the Merrill school-book bill has accomplished two things at least. The projector of the scheme has laid the foundation of a godly fortune, and incidentally hundreds of teachers in this state are poorer this day on account of it—not in purse, but in diminished mental acquisition. The book-agents have been driven from the state—they seek other worlds to conquer, and we do miss them. They were as a class, keen, enlightened, and discriminating fellows, with a wide range of experience, ready to talk, and no teacher could talk with them without profit. They knew what was going on, and this information is always desirable. O for another interview with one of them!

A successful institute has just closed its work at Oshkosh.

The school election recently held at Minneapolis passed off without any excitement. One would have inferred from the talk which pervaded the city in the winter on the school question, that the opportunity of voting and of righting matters would have been signalized by the rush of a determined and excited populace. But no—the whole affair went by default.

Supt. Haven has concluded his spring examinations for Rice county, and from the report rendered, the applicants seem to have been far in advance, in scholarship, of those who have lately been examined in that county. This is the only way to elevate schools—by elevating the standard of the teachers. It matters little what sort of a building the school has, provided it be comfortable; but it is of the profoundest concern, what the make-up of the teacher is.

WISCONSIN.—Miss Nettie Lyon, of Walworth county, is teaching in the same district school that her mother taught forty years ago, says the Elkhorn Independent.

Only four school districts in this state are delinquent in the matter of principal or interest on loans from the trust-fund. Considering the great number that have been helped from time to time, this is a good showing.

We have before us the Monthly Attendance Report of the La Crosse schools for March. We wish we had a like report from a half dozen other leading cities of the state for comparison. The figures show 1,665 enrolled, 1,717 neither absent nor tardy, and only ten cases of tardiness. Two rooms show not a single case of absence or tardiness, which is certainly remarkable. The superintendent made 91 visits, the commissioners 79, and others 1,793. The closing of the term doubtless accounts for the immense number of visitors. Let us hear from other cities.

Supt. J. J. Somers, of the Milwaukee public schools, says some good and earnest words on ventilation in his first annual report, just at hand. By this report he shows himself master of the situation—a plain, practical, and earnest school-man, whose supervision of the public schools of Milwaukee cannot fail to improve their efficiency and strengthen the general system. He is candid and plain-spoken in acknowledging and pointing out the defects in methods of instruction, and earnest in his recommendations of changes. The report of Secretary Desmond is also one of great interest and permanent value. The statistics collected are very full and specific. The public schools of Mil­waukee are evidently in good hands, and it is the purpose of the Superinten­dent and principals to keep them so. It is due to these principals and their faithful corps of assistants that the Milwaukee public schools have acquired a celebrity of which any city might be proud. Superintendent Somers has just completed his first year of service as Superintendent, having previously held the position of principal of the Tenth District school.

MICHIGAN.—The State Teachers' Institute for Hillsdale county will be held at Jonesville, commencing at 2 o'clock p. m., Monday, May 5, and closing the following, by appointment of the Superintendent of Public Instruction; Prof. H. R. Gage, Jonesville, Local Committee. Experienced educa­tors will be present to give instruction at the day sessions, and evening lec­tures will be delivered as may be arranged.

The Fenton high school enrolled 99 pupils, of whom 25 per cent are non­residents.

The whole number of pupils enrolled in the Ann Arbor schools during the current school year is 1,914. Of the 479 pupils in the high school, 289 are non-residents.

The Detroit Evening News has this item: "The Lainsburg school board graduated their principal at the end of seven months, and he came away fully satisfied. After two weeks vacation they hired a former teacher in the school. He taught three days, and on the morning of the fourth day resigned. It is supposed that he also was fully satisfied."

The trouble in the Lainsburg schools has been settled by Mr. Hutchinson, the principal, and Mrs. Wheeler the assistant, resigning.
The Teachers' Association of Boulder county assembled at [unreadable]. themselves in a most praiseworthy manner. The address of welcome was [unreadable] by the way, acquitted herself allusions to [unreadable] in the style of her treatment of the subject, and delivery. Second, with more success than men in the lower grades. But while this is true, [unreadable] with [unreadable] "What [unreadable] are females. In the country there are many more male teachers. By [unreadable] association, which he characterized as one of continual progress from the first [unreadable] of the north to the tepid waters of the Gulf on the south, and from the briny allusions to that expansive national unity, that spreads from the frozen lakes [unreadable] the state, [unreadable] 2,784 male teachers, and 3,279 [unreadable] 17. The state teachers' institute at Lapeer enrolled [unreadable] "Debt Credit," Prof. Jordan will start for Europe with a party of scientific tramps June 18. The party will include several ladies. They expect to traverse portions of France, Switzerland, and Italy on foot.

The teachers of Missouri are preparing for a grand reunion at [unreadable] a month for [unreadable] 3.3 pages

The teachers of Missouri are preparing for a grand reunion at [unreadable] July 8, and continue six weeks. The managers are Professor J. S. Blackwood, principal of the College, and Capt. C. C. Davidson, of New Lisbon. Mr. E. H. Cook, the efficient principal of the Columbus High School, has been elected a director of the Osceola Gold and Silver Mining Company. We wish him abundant success, for we know of no person who could stand and would use a few millions to better purpose than he would.

The teachers of Missouri are preparing for a grand reunion at St. Louis, June 24, 25, 26, 27. Illinois teachers are also invited to unite with them in council. It is expected that this will be the greatest educational convention ever held in the Mississippi Valley.

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OFFICIAL DEPARTMENT.

IOWA.

HON. C. W. VON CŒLLN, SUPERINTENDENT PUBLIC INSTRUCTION.

1. A teacher cannot detain a scholar after school hours against the wish of the parents. This opinion has been incorrectly stated in some of the news-papers of the state, as "without the consent of the parents." We have held as above because of the fact that the courts in the western states have been inclined in cases involving a conflict of authority, to give preference to the wish of the parents.

2. Since the corporation is a continuous one, and the acts of its officers valid until rescinded, an action of a succeeding board, but can be rescinded or modified by them. But any contracts made under a former action, and in compliance therewith, have validity, and must be respected.

3. The refusal of a person to deliver to his successor in office all papers, etc., pertaining to his office, is an offense punishable by law.

MICHIGAN.

HON. C. A. GOWEN, Supt. Public Instruction.

1. The failure of a district to compel all teachers employed in its public schools to hold a legal certificate of qualifications invalidates the claims of that district to a share in public school money.

2. A teacher cannot claim pay for holidays that occur in the midst of a vacation, but if school is taught up to and including the last school-day preceding a holiday, and resumed immediately after such holiday, no deduction from the teacher's wages can be made for such holiday observed.

3. Section 25 of the school law provides that when a district at a special meeting rescinds a vote taken at the annual meeting, as to sex of teachers or length of school, the district has no authority to vote further in the matter, but such questions then fall into the full control of the district board, and it can do as it seems best, just as though no vote had ever been taken by the district.

4. At meetings of a board of trustees of a graded school district, it is necessary, to legalize action taken thereon, to call a quorum (majority) of the board be present, and that all questions be decided by at least a majority of such quorum.

5. In a graded school district a contract with a teacher must be authorized by the board of trustees, and should be signed by the director and moderator, "by order of the board of trustees."

6. A township superintendent, or other examining authority, can collect but one fee ($0.50 from students and $1 from gentlemen) from a teacher who receives a certificate, although such certificate may be for a longer period of time than one year.

LITERARY NOTES.

—William Winter, dramatic critic of the New York Tribune, has recently published a short narrative of foreign travel entitled "The Trip to England."

—Henry Holt & Co. have now ready a work entitled "English Actors from Shakespeare to Macready," by Henry Barton Baker.

—A renewed interest seems to be felt in the subject of international copyright, and various plans have been suggested, one of the simplest being that all reprints of foreign books shall be required to pay a fixed percentage on the sales of such books to the authors while the privilege of reprinting shall be open to all. This plan secures the rights of foreign authors and yet leaves every publisher free to publish any books he chooses. The plan was first broached by John Elderkin in 1872, and was the substance of a bill offered in Congress during that year. It is to be hoped that the present Congress will not be so occupied with political legislation as to prevent the consideration of this or some similar measure.

—An English book entitled "The Hundred Greatest Men" will shortly be published by a London bookseller. The author has not communicated with us on the subject, but we presume he is already well acquainted with our history.

—Theodore Martin's "Life of the Prince Consort" is spinning itself out very fine and thin. The fourth volume is a large one, yet it brings the narrative down only to the year 1859, and a fifth will be required to finish the biography.

—Turgeneff, the Russian novelist, it is said refuses to write any more novels, because he dislikes the way his last story, "Virgin Soil," was received by his countrymen. A somewhat similar treatment has been given to many recent publications in this country, but the authors do not seem to take it amiss, and will do doubt not go on and ask us to read further productions from their prolific pens.

—Miss Kate Field, for some time past a resident of England, but a literary lady of whom Americans are properly proud, will recite at the Shakespearean celebration to be held at Stratford during the present month, a dedicatory address written for her by Dr. Westland Marston.

—Henry Holt & Co. will shortly publish a second story by the author of "The First Violin," a musical novel which was quite favorably received by the reading public both in this country and in England where the author resides.

—The May number of Scribner's Monthly contains the first of an important series of papers on Brazil. The article is entitled "The Metropolis of the Amazons" and describes the city of Paris. The famous musicians Wilhelmy and Reményi are also the subjects of an article by J. R. G. Hassard.

—Dean Stanley recently lectured on Milton, in London, and in the course of the lecture said that "Paradise Lost" and "Paradise Regained" covered the whole of English theology from top to bottom. These books, though not more admired than read, represent the current ideas about the creation of the world, the fall of the angels, and the entrance of sin and death into the world, and it is surprising how much of the belief of men on these great topics is drawn from them instead of from the Bible.

—There will shortly be offered for sale in New York, the remarkable library of Mr. J. H. V. Arnold. It is especially rich in plays and dramas, but one of the most valuable works is a copy of Francis' "Old New York." The single volume of this work has been enlarged to nine by the insertion of about 2,500 autographs, portraits, views, and newspaper cuttings. It contains autographs and letters of all the mayors from Thomas Willett (1665) to A. Oakley Hall.

—Mr. J. D. Hylton, of Palmyra, N. J., has recently published a poem entitled "The Bride of Gettysburg," and in the preface he says that he "is not so arrogant" as to declare his poem "the finest poetical production of the century, but if it has its equal in beauty of thought and expression, he thinks any one who will be so kind as to show it to him." Most persons will be able to express an opinion of the merits of the poem after knowing what nonsense the author has spoken about it.

—The April number of Scribner's Monthly had the remarkable sale of 92,000 copies, and yet the publishers are not happy, if we may judge from their appeals to the reading public. It must be said, however, that any praise which they give to their magazine seems amply warranted by the great interest of the articles and the unusual beauty of the illustrations.
CORRESPONDENCE.

W. Y. AND H.

To the Editors of the Weekly:

These three sounds are the appopriata phoneticae. But as the great structure of literary education needs a sound and sure foundation, and as these are three of the 40 or elements on which it is all built, it is a question of fundamental interest to teachers—that of identifying and placing them aright.

Mr. Dale says, p. 154, "unvoiced." But, I say, there is really no such thing as a mere unvoiced, as being an indubitable vowel, it is wrong to call it a consonant. As we pronounce "about" here, in Pennsylvania, it is not a vowel at all, but a fricative consonant just as much as or, or or th. A consonant differs from a vowel in this, that in the vowel the passage is smoothly open, and the breath (voiced in the larynx) issues with an even flow or tone, and is therefore musical. In the case of the consonant this musical tone or flow is broken by some contact or rub which causes a ripple of secondary jets or vibrations. A good illustration is water issuing from the nozzle of a hose in a smooth, steady jet, vowel-like, or being pressed on by the finger, so as to diffuse the jet, changing its form and tone.

Now to utter the sound of w—the first sound in the word wine— we bring the lips into close contact so that the breath blast forces past between them a fricative ripple just as between the teeth and the lip (upper or lower) for s; between the tongue and hard teeth for th; the tongue and soft gums for z; and the back of the tongue and hard palate for German, Irish, and Scotch @.

Between y and w there is a similar essential difference. Mr. Dale says that in we w precedes a consonant (J). Yet he calls w a single element. In this he is correct; but there is no w in the element nor any consonant following w. w is the breath cognate of the voiced consonant w, just as f is of v. When we say winne we have only three distinct sounds or mouth positions, and the first of these is a mere status of breath through the lips; it is as strong a rush as for J, because this is necessary for producing an audible sound from the sweeping of the soft inner faces of the lips by the mere breath (unvoiced in the glottis). In wine there are three sounds too, but the first is voiced. A German w sounds much like v, because the sharp harder rims of the lips are brought together to ripple the breath flow, instead of the soft inner faces.

It is not a vowel because it has no voice—no musical tone. It is not a consonant, because there is no contact—no frication but what it makes by its dash of breath against the walls of the throat. The Greeks did not consider it a letter. They marked its attendance on a vowel (or semivowel r) by a mere tick. It has no mouth position of its own. It is a preliminary dash of unvoiced breath (flatus) on which the glottis rime electrically closes for voicing the vowel sound which it heralds. As Mr. Dale remarks, it only accompanies vowels.

Teachet ns wishing to pursue the subject of the identification and representation of the elementary sounds of speech—the basis of all literary teaching—will find useful aid in the homographic alphabet, a copy of which can be had for a stamp sent to the Phonetic Dept., Tyrone, Pa.

W. G. WARING.

A GENERAL FORMULA FOR X. Y. Z's PROBLEM.

Let a = the debt to be paid, r = the rate of interest, n = number of years

in which the debt is to be paid, we then have one of the equal yearly payments equals

\[
\frac{a}{1 + r} + \frac{a}{(1 + r)^2} + \frac{a}{(1 + r)^3} + \cdots + \frac{a}{(1 + r)^n} = \frac{a}{r(1 + r)^n} - 1
\]

By substituting in this formula $3,000 for a, .07 for r, and 5 for n, the answer, $313.67, which X. Y. Z. sought, may be obtained.

The problem really resolves itself into this, viz: Given the present worth of an annuity, the rate, and time, to find the annuity. The solution of the problem is a very good exercise for the student in arithmetic.

HILLSDALE COLLEGE, MICH., April 11, 1879.

A. E. HAYNES.

CHICAGO NOTES.

The following is one of the latest "notes" from the Superintendent's office in this city.

10. The Study of Words.—Pupils in the Grammar Department take a deep interest in the subject of words, and a large amount of general information can be conveyed in short allusions upon words. Each word has its story, and many words are histories and poems in themselves. A few brief illustrations will convey an idea of lessons that may be given:

1. Wind.—This word was formerly wind-door, and it was converted to open like a door. We still say "open the window." 2. Neighbor.—A boar was a farmer, and one who lived near was called a neighbour, now neighbor. 3. Cut-knife.—Formerly a man carried a knife in a case for any use. We do not use the case but we keep the name.

4. Windfall.—When the falling of trees was prohibited in England, tenants were only allowed them to be removed by the wind. Hence a windfall was a good fortune. Windfall now means good fortune.

5. Hamburg.—This word originates from doubt as to gentleness of stories from Hamburg. "That is from Hamburg." "That is Hamburg!" 6. Such words as lark凭证, plover, horn, house-band, or bond, Wife, from weaves, woof or web, Bayeux, first made at the city Bayeux, Damask, from Damascus, Currants, from Currins, explain themselves. 7. Luncy.—Lun is the Latin word for moon. It was once supposed that the moon had a great deal to do with insanity. Hence the word Lunacy.

8. Holland.—This is simply "hollow-hand," a large part of the country being below the level of the sea.

9. Breadfast.—The name of the meal which breaks the fast of the night.

10. Forichig.—Or fourteen nights, Butterfly, first applied to insects of butter color, and from this species to the whole class. "Boy," to do off. "Does, to do on or put on.—and many similar words need simply have attention called to them.

11. Such names of persons as Black, White, Brown, etc., and Taylor, Carpenter, Baker, Smith, Merchant, etc., exhibit their origin in some peculiarity or calling of the person from which they are derived. For instance, Taylor was a tailor. Bede was a monastic, John was a joiner. David's son or Davison, and many other similar names show their own origin.

The above is both interesting and instructive. But why did not the learned commentator pursue his researches farther, and give us the etymology of penknife and pig-iron?

Teachers with children have a disgraceful habit of parading the latter's various accomplishments before institutions, and making them the standard to which childless school-ma'ams are to bring up the youngsters in their charge. Now we can boast of being free from this weakness. We have a houseful of the beautifulest children in the country, born into various sections of the grammar department. But we never brag about them.

Now that the streak of poverty in our city affairs is passed, would it not be desirable, is it not necessary that the Chicago Division High Schools should be provided with reference libraries? The barrenness of their resources in the matter of information and apparatus is a disgrace to the schools and the city. In the way of apparatus, even a mouse-trap would be an acquisition, and as the foundation of a library, a copy of the "Bab" Ballads would be a treasure. Will the Board set Mr. Ward at the task of remedying this impediment to the progress of these schools?

We have a touch of Pindaric in the schools; e. g.:

When do the teachers get their pay?

Why, never.

What, never?

No, never.

What, never?

Hardly ever.

All—Yes, the schools' pay hardly ever get their pay.

(CURTAIN.)

THE YOUTH'S COMPANION.—A letter from our Boston Correspondent, Prof. Edward Johnson, contains this very deserving commendation of a paper which is condeemed to be the best weekly for boys and girls which is published in this country:

"When I was a lad, more than thirty years ago, my father took for me a paper called the Youth's Cabinet. It was a pretty sheet, and a greater number of papers, and such of books as I could buy, than any paper or periodical had been since. I recollect, at that time, some of my playmates took the Youth's Companion, and boasted of its superiority to my juvenile favorite. A boy always stands up for his own. But time has long since swept the Youth's Cabinet away, and proved the greater worth of the other. Few literary works in this country have been so successful. It has enriched its proprietors, and won for itself the very foremost place among publications for children. Its literary merit is very great, its tone and sentiment pure, its illustrations handsome, and it has a charm about it which boys and girls greatly admire!"
In addition to these we have an army of local agents in the various states of the Union and in Canada, any of whom are doing efficient service. We want a few more traveling agents—men of experience in teaching, of good personal address, with unusual energy and executive ability. No others need apply. To such we will furnish profitable employment the year through. Satisfactory references must be furnished in all cases.

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