Editorial.

WHAT IS MORALITY?

This question has been presented to us so frequently of late that we are impelled to give a slice of our mind upon the subject.

The essence of morality is sincerity, truthfulness of word, and honesty of action. The essence of immorality is falsehood. The most immoral wretch in the world is a liar, and the next to him a spy or a tattler.

Bearing this in mind, teachers will have a clear and simple chart of moral conduct for the guidance of their pupils. The child’s expression, “telling tales out of school,” states the essence of immorality. By acknowledging a blunder or avowing ignorance upon an unknown point, the teacher practices a high order of morality and leaves a moral imprint upon his pupils that will be ineffaceable. By baffling, or bamboozling, or double-dealing of any kind, the foundations of moral character are sapped in those over whom the teacher has influence.

Applying this principle to politics, the same effect is observed. It is the intrigue and chicanery of party managers that have made the standard of commercial and political honor so low. It is the sanctimonious embezzlers, the pious defaulters, the impure shepherds of susceptible flocks, that undermine the morals of a people. It is not in the act so much as in the method of the act that the moral principle lies. Anything done above board is essentially moral. If good, it is exemplary; if bad, it is a warning. It is sneaking and “putting up jobs” that degrade human nature, by making it lose confidence in itself. Henry VIII. was grandly wicked but not immoral. Napoleon was unscrupulously ambitious but not immoral. Chandler swears and Grant drinks, but no one thinks them immoral. Solomon was surely not immoral, and David was a man after God’s own heart.

Applying this principle to school management, the same rule should be observed. Things should be done on the square, without trickery, juggling, or intrigue. The plots and counter-plots of school districts are the most immoral and demoralizing elements in them. The director who employs “his sisters and his cousins and his aunts” to intimidate this teacher and put up a job for that one is the most immoral wretch in the community, and no high tone of integrity can be secured till he is stamped out. The superintendent who avails himself of such means to accomplish his ends is a monster of immoral and pernicious influences. Expediency is a good rule; but honesty is a better. Insincerity does not pay in the long run. Crafty men always entrap themselves, and it is often a good plan for the victim of a plot to step into the trap set for him, to discover who is intending to pull it, and then turn on the cowardly tricksters with the magnificent vengeance of blind but honest Sampson.

MOORE’S MALIGNER.

An illiterate literary hooloo in the Chicago Times is writing down the memory of Tom Moore, in anticipation of the approaching centennial of that poet’s birthday. The articles bear internal, not to say external, evidence of being ground out by a catch-penny, make-shift scribbler of Irish extraction. Cromwell well said, “Put one Irishman on the spit and you will get another to turn him.” But what can be the animus of attacking a genial, witty little Irishman that has been dead since 1852, is one of those mysteries which nothing but the disjointed make-up of the Times could explain. One alleged reason is that he was not a good Catholic; and for this he is abused in the Times. Another that he was not a patriotic Irishman; and for this his memory is assailed in the Times, which so dearly loves the Irish! He was fond of wine; and for this he is abused by a writer on the Times.

It is true, Moore had not religion enough to spoil his poetry; but he had a genuine contempt for cant, credulity, and hypocrisy in every quarter, which he crystallized in the following strain:

“Ye shall have miracles, and good ones too,
Heard, seen, attested, everything—but true.”

Moore was not a blatant demagogue, possessing that species of patriotism which Johnson characterizes as “the last refuge of a scoundrel;” but he loved his native country, and that love inspired the best of his poems. He sung of Ireland,

“The stranger shall hear thy lament on his plains;
The sigh of thy harp shall be sent o’er the deep;
’Till thy masters themselves as they rivet thy chains
Shall pause at the song of their captive and weep.”

The three articles already published in the Times are a rag-bag of tattered fallacies and impertinences, and the writer is simply a contemptible nuisance. The most that the world knows of the literature of Ireland is the song of Tom Moore, and this fact alone should entitle him to hearty treatment at th
hands of all Irishmen. Moore was a brilliant and industrious writer, and if not a commanding genius, at least a powerful artist, and as such his centenary should be celebrated by people of decency and literary taste.

Another mortifying offense in the eyes of this American (?) writer on the Times: Moore cracked a joke about President Jefferson's Connemara stockings. But just remember how Dickens made return for American hospitality, and yet how the Americans idolized him afterward. Bosh for this contemnible writer on the flatulent, ungainly Times.

In the order of regular sales, the works of Moore rank third among the British poets. Is there any danger that the sale will cease now that the Times proclaims him a bad Catholic, an un-patriotic Irishman, and a harsh critic of the state of American society and politics in President Jefferson's time?

THE COMPULSORY EDUCATION MOVEMENT.

Mr. Wentworth's Compulsory Education bill, which has just passed the Illinois House of Representatives, is a step in the right direction. The bill provides that every child in the state of Illinois between eight and fourteen years of age shall be sent to school for at least twelve weeks in each school year. Any parent or guardian failing to comply with this law shall be liable to a fine of not less than $5 nor more than $50. The fine is to be collected by any director or by the president of any local school board, before any justice of the peace in the township. Any director, also, is liable to a fine, if he neglects to prosecute within ten days after receiving written notice of violation of the law. Any person who employs a child under fourteen years of age, without a certificate from the teacher, or the clerk, or the president of the local school board, showing that the law has been complied with, is liable to a fine of not less than $20, nor more than $50.

If the law remains a dead letter, however, as in some other states where such laws have passed, the time spent by our legislators over the bill is only so much time wasted. A law that is not enforced is worse than no law at all. In England they have a compulsory law that is enforced in various ways. The teachers are held responsible for the attendance of the children at school, and they send the elder pupils to look up absent ones. If these fail to bring back the children, the superintendents and, in London, four hundred visitors begin the task. The visitors collect information respecting the truants, and the school board then issues a "caution" to the parents; then, if this is not sufficient, the parents are summoned before divisional committees, and if it is deemed necessary a fine is imposed.

The London board find it necessary to have special arrangements for their work, as all kinds of obstacles are met with. Large cities in this country will need some special plan if the law is carried into effect, and some special aids will probably be devised, if the people of the state are in earnest in the matter. In small towns and in the country it will be comparatively easy to enforce the law; but in large cities where many children come from among the ignorant and depraved classes, and all kinds of unhappy influences are thrown around them, they will not only have to be educated but reclaimed. It is only necessary to walk through the streets of any large city to see children who are literally uncared for, little waifs of humanity that are growing up to fill our jails and states prisons, and to bring sorrow and suffering into the world. The state does well to pass a compulsory law, but will do better to see that it is enforced, for a people properly educated will be a people capable of self-government, and comparatively free from crime. But these really bad children would spoil any school, and tend to demoralize the better class of scholars, if allowed or compelled to attend school with them. For the confirmed truants, and the children from the criminal classes, ruin schools should be provided.

In London they have "training ships" which are moored off the coast; certainly this must be a very effective way of keeping the children within bounds. Then, too, they have a truant school at Hamerton, where the truant receives constitutional treatment, and also several industrial schools. If the American people will only wake up to the fact that "prevention is better than cure," they will see to it that more money is spent on education and less on prisons and the punishment of crime in various forms. While it is not possible that every child shall become a fine scholar, and perhaps not desirable, it is possible to have every child that is not idiotic learn at least to read and write, and become a useful and intelligent member of society. When this has been attained, the next generation will not witness the farce that is yearly enacted at the polls, and their senators will not be a disgrace to the nation.

We believe, too, that this law, if rightly enforced, will tend to dispel the notion that education always points toward the professions, that in fact if a person is educated he must necessarily thereafter live by the toll of the brain, rather than the skill of the hand. When the common people have attained a broader view of education, it will be easier for them to see the good results which follow it, even if, as is generally said, it is put to no practical use. We are inclined to believe that what practical does a great deal of harm in these days. It is creating a demand for ready-made work that in turn puts a premium upon laziness.

In this country, where there is an abundance of land, these truant schools might partake of the nature of agricultural schools. At least they might be established outside the large cities where it would be easier to keep the children from outside influences, which would tend to counteract any good influences of discipline and instruction, and where an abundance of good air, healthful, active, and interesting employment would help cultivate an interest in the active pursuits of life, and teach them the pleasures of industry as well as knowledge. If the children of the criminal classes could be taken charge of by the state at an early age, it would not take the energies of more than one generation to practically root out professional thieves, tramps, and beggars; an impetus would be given toward a knowledge of good trade, the cultivation of our wild lands, and a good foothold would be established for a thoroughly independent and free people.

CHURCH AND STATE.

The Rev. Dr. Rhea, of the First M. E. Church, Davenport, Iowa, recently preached an interesting sermon on "The Relation of our Public Schools to the Church and State." This able and leading Methodist divine argued strongly against religious instruction by the state. He defined the state, its duties and functions, and gave a history of the causes which led to a total divorcement of church and state in the constitution. The state has its legitimate duty, to provide the children of a commonwealth with a common school education. Our schools should be fostered by all as state schools, leaving religious teachings to the fireside, the Sunday school, and the church. The Bible
could not and should not be used, recognized, or even read without comment in the schools, as a book of divine authority, not even as a basis of morality.

To so employ it would be the inculcation of a religion by the state. Neither can the state assume to say what books on morality shall be used in the schools; it cannot sanction the use of the Bible for any purpose without establishing a religion. The differences between the Protestant and Catholic churches can be reconciled only by those denominations allowing the state to perform its legitimate and simple duties of providing for the children with a common school education. All that the churches can justly demand of the school, is non-interference with their own teachings and tenets. The state should endorse no religion, even indirectly, but protect all alike within certain limits. Secular meddling with the state institutions should not be tolerated. Religious teachings in the schools can result only in their disruption. The state assumes the right to instruct in morality because that tends to make the people better citizens. It is the duty and prerogative of the state to see that its members are given a common school and moral education, not upon the authority of the Bible, but upon general principles, for morality and enlightenment must ever be the basis upon which we rest for our national existence. The state may require moral conduct of its citizens, and should therefore instruct them in youth, in morals, but the morals that should be simply those cardinal principles of morality which all recognize as right and about which there is no dispute. Even then the teacher who is the agent of the state has not the right to enforce his instructions by reference to the Bible, or base his admonitions upon any expression or doctrine of the Bible. This is a Christian nation. To the query, whether therefore Christian principles should not be inculcated in the schools, Dr. Rhea answered unequivocally no. The nation is a Christian nation simply because the Christian faith predominated, nothing more.

These views, cursorily given, were presented in a convincing manner. There can be no such thing as a public school system for all classes and sects, and for all the people, without a rigid adherence to that just rule of action, an entire separation of church and state.

A PLEA FOR THE PRIMARY SCHOOLS.

PRIN. B. M. REYNOLDS, Northfield, Minn.

WE yield to none in our earnestness for the efficient management of our primary and rural district schools. If they are thoroughly taught and wisely administered, high schools will follow from them as naturally as night follows day.

We believe that city superintendents should give their most careful attention to their primary and intermediate grades. They should allow nothing to interfere with the accomplishment of the definite aim with which they are organized and maintained.

Every principal of a graded school should carefully watch his primary grades, see that the proper amount of work is done, of the right kind, and in the right order. These superintendents and principals should protest against any but the best teachers in these grades.

In the Northwest we think that these schools of which we are speaking do not receive the attention and care that their importance demands. They are supported on a stinted allowance; they are in many cases in crowded and unhealthy rooms; they lack apparatus and books of reference; many of them are badly classed; many of them are in charge of teachers unfitted for their work; and the rural districts are badly supervised. No man of good business talents, acting upon sound business principles, would conduct any enterprise requiring an outlay of money in any such manner as these schools are conducted; and because adequate results are not produced, the fault is charged home on the teachers instead of being charged to the system. A grand reformation is very much needed in the management of these schools in order that they may be rendered able in some measure to meet the wants of the community, and give "a good, substantial education." These are the schools in which half the nation get all the school training they ever receive.

All opponents to high schools, so far as we know, avow their friendship to primary and district schools. They declare their desire that all the children may have "a good, substantial education that shall fit them to discharge their duties as citizens." Such is the published language of Governor Robinson, of New York, whose opposition to normal and high schools is most malignant. Now let these opponents of high schools, who are professedly so friendly to these lower grades of schools, join heart and hand in putting more energy and efficiency into them. There are plenty of friends of the high schools ready to cooperate earnestly in the good work. We have no fears for the high if this work of regeneration shall be honest and thorough.

Of course "a good, substantial education" cannot be obtained in these primary and rural schools, unless they are thoroughly organized and wisely managed. They cannot be thoroughly organized without legislative action, and this legislative action it has been impossible for the friends of primary education to secure, and it is a curious fact that the opponents have very generally included those who are opposed to high schools. The organization of the rural schools is the same that it has been for the last hundred years, and the only objection to a change of which we are aware is the fear of a little additional expense. But if "a good, substantial education" is provided for all the children of the country, there must be a corresponding expense; and the expense must be enough to employ all those agencies necessary to see that what is expended is expended to the best advantage.

THE MAY MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

The North American Review.

Notes on Recent Progress in Applied Science. By President Morton.

Lippincott's Magazine.

Cardinal Richelieu as a Dramatist and Stage-Manager. By Lucy H. Hooper.

The Atlantic Monthly.

Labor and the Natural Forces. By Charles Carleton Coffin.


Americanisms, VIII. By Richard Grant White.

Scribner's Monthly.

Brazil I. The Metropolis of the Amazons. By Herbert H. Smith.

Richard Henry Dana. By James Grant Wilson.

Oliver Wendell Holmes. By Francis H. Underwood.
The Reign of Pure Language.

Pure Language, of the Kingdom of the Cultured Few, received a call to rule the English speaking world. Her rule was one day long, and here in is faithfully recorded the story of that day.

Through long years that had known the dominion of Slang, the English tongue had grown so corrupt that on this eventful day all who owned it, being visited with a spasm of virtuous self-reproach, arose as one man and declared a revolution. Slang should be banished forever and Pure Language should take the vacant throne.

Now Pure Language had often been called upon to receive individuals who had rebelled against the authority of Slang, and crossed the boundary line into her own small kingdom, and she knew how strong was the influence of the rival monarch over all who had once been his subjects, and how very many, after a brief struggle, returned to their allegiance.

It is not strange, then, that she had but little confidence in the people over whom she was thus suddenly called to rule, and but little faith in the success of the grand reform that they had instituted. Nevertheless she resolved to help them in so far as lay in her power, and by a means that should soonest test their earnestness of purpose.

So she announced that in absence of the authority with which she was invested to keep Slang out of the kingdom by the use of any means in her power, she should lay upon every tongue a charm that would instantly close the lips upon every form in which Slang had ever appeared.

Loud was the rejoicing at this; loud, not long, for the charm was soon laid, and then, O then! What sights! What sounds! In peaceful homes, on crowded streets, in marts of trade, in fashions' haunts, on highways and in byways, the ominous click was heard and the sound of snapping jaws became a murmur in the world; while the amputated syllables, disconnected and fragmentary sentences resulting, caused such confusion as had not been known upon earth since the morning at Babel when the laborers on the tower struck for a common language.

And Pure Language looked calmly on; she knew that the remedy, if per sistently applied, would work a perfect cure, but more and more still she doubted the earnestness of the reformers.

But though loud and bitter complaints were heard upon the streets, no sounds of remonstrance reached the palace until after the beginning of the morning session of the schools. Soon after the opening exercises in these there were seen wending their various ways towards the palace scores of men, each man clasping in his arms a ponderous volume known to days of Slang as "Webster's Primer."

Demanding audience, each laid his book open before the monarch, and each book showed a different page, though this was the common form of introduction to the remonstrance that followed.

"O, Pure Language, we are not here to complain against the righteousness of thy great edict, for well we know its value and loud we praise thy wisdom. We come only to prove to you that you mistake in condemning as Slang certain forms in daily use with us, and we believe that you will soon admit the justice of our claim."

"Now, for instance," urged one teacher, "in order to incite a hesitant pupil to think and re-rite more rapidly, I attempted this morning, as usual, to command him, 'fire away! And to my shame was dumb before him.'"
CHELIDONISMA.

[Note.—*Xylotheres* is "The Swallow Song," an old, popular song of the return of the Swallows, which the boys of Rhodes went about singing, of which the refrain meant, "He has come, has come the swallow!" It is reported by Athenaeus about A. D. 200.]

Hark! Hark to hear
The burst of cheer
That brings again the budding year!
Through air, through earth,
Resounds the mirth,
And hills ring with the merry birth;
The swallow chirps his twittering tone,
And the Rhodian lads prolong
With minstrel strain their joyous song.—
'Harp, harp xeladun.
Adown the vale,
The dingles, dales,
The breath of melody exhales;
And happy lanes and proud-plied plains
Swell out the pomp of glad refrains;
And hark! above the swallow's tone.—
'Harp, harp xeladun.

The earth's great heart,
With throb and start
In universal joy takes part;
And clouds that fly
Athwart the sky
Coaching in fleecy clusters lie;
And oh! how sweet the swallow's tone,—
'Harp, harp xeladun.

The Spring, the Spring
Makes Nature sing;
And life and love are on the wing,
And lads and lasses caroling;
Soft in mid-air the swallow's tone,—
On earth,—'Harp, harp xeladun.

LITERARY AND MISCELLANEOUS ITEMS.

—The teaching of sewing in the Boston schools is very successful. Although instruction is given to each girl only two hours in each week, those pupils who come into school in September not even knowing how to hold a needle are able to hen nicely, and to sew over-seams, at the end of the first term. The special teacher prepares the work at home, so that it can be put promptly into the hands of the pupils without wasting a moment.—Boston Traveller.

—Investigations which Prof. Levi Stockbridge has made at the Amherst agricultural college upon the comparative temperature of soil and air, and the deposition of dew upon the earth and plants, have led him to conclusions very different from those commonly received in regard to the formation of dew. It is usually held that dew is the moisture of the air condensed through contact with objects of a lower temperature, and that it does not form till radiation has reduced the temperature of the earth and other objects below that of the atmosphere. The experiments referred to seem to indicate that, as regards objects in the immediate vicinity of the earth, at least, the process is the converse of this, viz., that dew is the result of condensation by the air of warm vapor as it rises from the soil.

—Those who enjoy satire should send fifteen cents to A. Williams & Co., Boston, for a copy of *Every Man his own Poet;* or The Inspired Singer's Recipe Book. It is a reprint from the third English edition, and satirizes such celebrities as Tennyson, Browning, Swinburne, and others in true English style.

—A new volume of the *Atlas Series* is now ready, forming No. 6 of this distinguished series of original works by famous authors, and treating of "Higher Education" in its various phases. It deals vigorously and emphatically with upper schools, universal education, university systems in Europe and America, the study of the classics, technical school and industrial art education, the necessity of reform in university methods of teaching, and the value of a universal language for international communication at the present time. These several subjects are treated by an equal number of eminent writers. This volume is one of extraordinary interest and value to all educated men, whether graduate or non-graduate, and will be likely to find its way into the hands of every educator. It contains 216 pages, and corresponds in fine quality of paper, bold type, and paper covers with the preceding numbers of the *Atlas Series.* Price 50 cents, paper, and $1.25, cloth. A. S. Barnes & Co., Publishers.

—The Christian Union for April 16 contains the first of a series of articles on French Cookery of To-day, by L. Delmonico. It defines and explains what French cookery really is, contrasting it with American, and affords considerable information in regard to its history and growth, both in its native land and in the climes of its adoption, with special reference to its hygienic and economic features.

—The Archbishop of Paris has been appointed, says the Paris *Union,* by the new Prefect of the Seine that the resolutions of the Paris Municipality as to the substitution of lay for clerical teachers in the elementary schools will soon be carried out, and in two cases the change has already been announced. The *Union* calls on Catholics to open new schools where the children of Christian families may escape the tyranny of official and atheistic teaching.

—Brainard's *Musical World* announces that beginning with the May number, it will be published simultaneously in Cleveland, Chicago, and Cincinnati. The "Chicago Department" will be edited by W. S. B. Mathews, who is well known in musical circles. This magazine is valuable to any one interested in music, whether a musician or not. The music it contains is always of good character and alone worth the price of the journal.

—The May number of the *International Review* is more than ordinarily interesting. Mr. Longfellow and Mrs. Mallock Craik, the author of "John Halifax, Gentleman," contribute, and Mr. Hamilton concludes his interesting account of the art exhibition at Paris in 1878, dealing this time principally with American Artists. Felix Oswald has written an article on "American Autocrats" for the same number of this periodical.

—A "new edition" of the Combination Almanac Calendar has been prepared, with a patent reversible hinge and suspender, to which the sheets are attached, and by which all are suspended. Upon this the sheets turn easily to the back of the Calendar and may be preserved for reference. This reversible hinge, by the way, can be applied to any other kind of sheets, as examination papers, etc., and will be found of good service. A better Almanac Calendar cannot be found for the teacher's daily use. It can be obtained of the Almanac Calendar Co., Fulton, Cor. Front street, Brooklyn, N. Y.

—An announcement of importance to teachers is made by Lindsay and Blackiston, Publishers, of a series of *American Health Primers,* edited by W. W. Keen, M. D., Fellow of the College of Physicians, Philadelphia. It is the object of the series "to diffuse as widely and as cheaply as possible, among all classes, a knowledge of the elementary facts of Preventive Medicine, and the bearings and applications of the latest and best researches in every branch of Medical and Hygienic Science. They are not intended (save incidentally) to assist in curing disease, but to teach people how to take care of themselves, the children, their pupils, and their employers. The subjects selected are of vital and practical importance in every-day life. They are treated in as popular a style as is consistent with their nature, technical terms being avoided as far as practicable. Each volume, if the subject calls for it, will be fully illustrated, so that the text may be clearly and readily understood by any one hereafter entirely ignorant of the structure and functions of the body. The authors have been selected with great care, and on account of special fitness, each for his subject, by reason of its previous careful study, either privately or as public teachers."

—"From Egypt to Palestine," by President Bartlett of Dartmouth College, is a new publication of the Harpers. It is a volume full of interest to Biblical students, the line of travel being that supposed to have been taken by the Israelites when leaving Egypt for Palestine.
Practical Department.

BUSINESS DAY IN SCHOOL.

In his platform talks before the Warren County Institute, Dr. J. H. French, Principal of Indiana (Pa.) State Normal School, presented the matter of a "Business Day" in school. We take the following abstract of his remarks from the pamphlet report of proceedings of the Institute:

This teaching of business has been tried in some of our colleges with an excellent effect, and if put in practice in our common schools will prove of great value. There is no parent of ordinary intelligence but that is glad to see his children making an application of the knowledge acquired in school. He feels as though they were getting something which is going to help them to do the work which they will certainly find they must do some time in life. Our teaching is too often only the dry bones, lacking muscle, sinew, life, and blood, which it needs and which it will acquire if teaching is made practical.

Now, I want you to begin when you enter your schools this year, and set aside one day in a month, a fortnight or a week, to devote to business. One day a week is not too often, although it may be well to begin with one day in a fortnight, and then after it begins to show its practical value devote each Friday to this practical work.

First suppose we take reading. Say to your pupils Thursday evening: "Tomorrow you may bring a Harper's Magazine, an Atlantic Monthly, a newspaper of some good readable matter, and we will see what can be learned from something which you may select to read." They will gladly do this, and much will be gained in various directions. One reads news items; another, something on natural history; another, a principle in philosophy, etc. etc. During this reading there will be questions arising which will lead your pupils to search for information. Next, take Writing. Teach your pupils how to correctly write letters and make them entertaining. Teach them to punctuate properly; to head the letter as it should be headed, and to properly end it, and let there be no neglect in the matter of teaching forms of notes and receipts. There are but few scholars who understand the process of getting a note discounted. We need to have more such business teaching in our schools. Some of you may not know the proper forms. If you do not, get some good book-keeping or other authority and study until you have learned them, then teach it, and when your pupils go into the world they will thank you for it.

Next Friday take Geography. Ask your pupils such questions as these: Can I travel from Erie to St. Louis by water? Can I make this trip by water in more than one way? Ask them to load a vessel at Boston with such articles as are needed in the West Indies. Send a ship up the Amazon with commodities that may be needed in that country. All these questions will set your pupils to thinking, and they in turn will set their parents to thinking through seeking their aid, and in this manner you have all interested, and furthermore, you are instructing them in commercial geography, which they need.

We will take Grammar next. It is a question how to clothe the dry bones of this important branch of study in flesh and blood; something of this you have done in letter-writing. Spend a short time in making use of incorrect expressions, and have your pupils correct them. Let your pupils give sentences and others correct them. Teach them how to punctuate and abbreviate.

The next is Spelling. Suppose you appoint two or three pupils to bring, each five words to be pronounced by the school. How they will look up words to pronounce, and what pains the rest will take to find out how to spell them! Another good plan is to have topical spelling. Take a topic and have all the words relating to it written on the board. I would advise you to syllabicate these words, as, frequently in writing, one is unable to finish a word begun, on the same line, and pupils should be able to divide the word in the proper place. Let the pupils criticise the spelling on the board and the use of capital letters. Teach the sounds of letters.

When Arithmetic day comes, send your pupils to a store to buy certain goods, giving them money and they bringing you the change. Give them a bill of goods to be bought at the neighboring store, paying the merchant in home production at a certain value. Ask your pupils to find out the dimensions of their barns by actual measurement, how many feet of boards it will require to cover it; how much clapboarding is needed, allowing one third to the weather; how much will it cost to paint it at so much per yard? etc. Find out by each pupil how much carpeting it takes to carpet their parlor or sitting-room, having them notice that there is a difference in the width of different kinds of carpets. Send out your boys to measure your neighbor's farms. There you have a class of young surveyors. They will enjoy the dignity of their office, and their parents will appreciate the application of knowledge gained in the text-books. You can give such examples, such work as you think best, so it is practical. These, remember, are only given as illustrations.

In one state in our country Good Behavior is taught in the school. I wish it might enter into the curriculum of every school in our country. Under this head should be taught such things as how to gracefully enter a room, meet with the person upon whom the pupil is supposed to be calling, pass the compliments of the day, and peacefully and politely leave the room, and to introduce parties in a proper manner, and also under this head you may teach how to write notes of invitation and acceptance. You will find that there is plenty to occupy every Friday. Subjects will multiply that you will feel your pupils must understand in order to make them fit for practical work.

WHO WANTS SOME YOUNG TEACHERS?

A Michigan superintendent, in forwarding a few subscriptions for the WEEKLY, adds as follows:

I see by your last issue that you have a preference for young teachers. I have a few graduates of that stamp—delightfully unsophisticated. Could you refer me to a school board which entertains the same sentiments as yourself? You would put the young ladies under lasting obligations.

Allow me to say that the ladies who subscribe for your paper are not young and no handiomer than they ought to be.

Respectfully,

The editors of the WEEKLY are not cruel. They do not wish to see a fellow creature injured. Hence they will have mercy on the writer of the above and conceal his identity.

CLEAR AS MUD.

The Educational WEEKLY says: "Maine has a prohibitory liquor law, and now the free high school is abolished in that state. Comment is unnecessary."

As the above is capable of a varied interpretation, will the Editor of the Educational please rise and explain? What had the prohibitory law to do with the abolition of the school? Was it antagonistic thereto, or was its influence for good so mighty as to raise the standard of education to a higher level? Did the lack of intoxicating beverages do away with the necessity of a free high school, or because of sobriety was such an institution no longer required to elevate the masses above ignorance? We confess an ability to arrive at any clear conclusion as to the nature of the comment deemed unnecessary—Exchange.

We think so too. Indeed, "out of the same mouth cometh blessing and cursing."

INTERESTING TO ALL SUBSCRIBERS.

To the Editors of the Weekly:

1. I wish to purchase a small lot of books, about ten volumes, most of which are advertised in the WEEKLY.
2. Can I obtain any books wanted through you?
3. By preserving my copies of the WEEKLY can I get them substantially bound and, at what cost? Can you bind them for me?

Give answers in Practical Department of the WEEKLY.

CALIFORNIA.

ANSWERS.

1. Any books or school merchandise may be ordered through the publishers of the WEEKLY, and papers will be taken to make good purchase, that all patrons of the WEEKLY may be satisfactorily accommodated.
2. The WEEKLY can be bound substantially by any book-binder. The cost will depend upon the style desired. The best way is to buy of us one of Emerson's Patent Binders to use through the year, and at the end of the year the numbers will be all preserved and in good condition. They may then be kept in that condition and another binder purchased, or they may be taken out and bound, and the paste binder used for the next year's numbers. If the number is to have topographical, etc., the book-binder, we recommend the purchase of one of the "cases" or covers which we have manufactured expressly for the WEEKLY, of heavy board, cloth-covered, and stamped, price 75 cents. These can be put on the numbers for a full year for about fifty cents, by any book-binder. If desired, we can get such binding done in Chicago.
THAT NEEDED PRONOUN.

A correspondent inquires familiarly as follows:

Do you think Prof. John was serious in proposing those absurd syllables for the desired pronoun? or was he only making fun of the idea of supplying the want? Why, I could go on for an hour manufacturing neuter or hermaphroditic pronouns out of dead roots, but I should not be likely to improve upon the 'ethis, hiser, himer,' some time ago offered for acceptance. Why better to go to a foreign tongue for the word sought? The English tongue will answer, I guess. What is there in the precedence of genders that linguists only can understand it and use & without hesitation where the gender is uncertain? I am not a linguist, nor a son of a linguist, but I think I understand the prece

dence. I cannot recall the time when I did not understand it. The fact is that it is as intelligible as the precedence of "person," or as any principle of grammar. It can be taught as easily and as thoroughly; and because this is so, the want of a new pronoun is not felt to be very, very urgent. When urgency there is amounts to real distress, then of that syntactic agony I have learned.

What is there in the precedence of genders that linguists only can understand it and use & without hesitation where the gender is uncertain? I am not a linguist, nor a son of a linguist, but I think I understand the precedence. I cannot recall the time when I did not understand it. The fact is that it is as intelligible as the precedence of "person," or as any principle of grammar. It can be taught as easily and as thoroughly; and because this is so, the want of a new pronoun is not felt to be very, very urgent. When urgency there is amounts to real distress, then of that syntactic agony I have learned.

I will tell.

HOW TO KEEP THE LITTLE ONES BUSY.

To the Editors of the Weekly:

In reply to the request of Mrs. J. W. Case, in a recent number of the Weekly, I suggest the following as one way among many for keeping children of the primary grade busy in their seats after they have done their work in preparation for the next lesson.

A short conversational lesson on the rainbow should be given before the children can busy themselves as I suggest. Make of tissue paper, a strip of paper, corresponding in color to the colors of the rainbow. Ask the children to arrange them as they are arranged in the bow before them. Write the names of the colors in the proper order upon the blackboard, and let the children copy them on their slates. Remove the model low and ask the pupils to reproduce their work, being guided by the arrangement of the names of the colors on their slates. Continue this and similar exercises till the majority of the class can write the names of the colors and arrange them in their order.

This will furnish employment for very young pupils during fifteen minutes of each day for a week.

J. O.

COMPARATIVE GEOGRAPHY.

Greece is about the size of Vermont.

Palestine is about one-third the size of New York.

Hindostan is more than a hundred times as large as Palestine.

The Great Desert of Africa has nearly the present dimensions of the United States.

The Red Sea would reach from Washington to Colorado, and it is three times as wide as Lake Ontario.

The English Channel is nearly as large as Lake Superior.

The Mediterranean, if placed across North America, would make sea navigation from San Diego to Baltimore.

PROBLEM.

A ball dropped from the top of a tower rebounds 30 feet, and again falls and rebounds in the same ratio, until it comes to rest in 10 seconds. Required the height of the tower and the distance the ball has traveled.

SPALAND, April 18, 1879.

J. A. HOLMES.

MORE ON EXAMINING TEACHERS.

To the Editors of the Weekly:

I read with interest the article of Mr. Kirk of Minnesota, on "Examining Teachers." He deplores the condition of affairs in his state, which makes it possible for the people to elect to the county superintendency a man who can neither read nor write,—in other words, a politician wholly incompetent to fill the office. In this state (Wisconsin), a similar condition of affairs exists. An attempt was made last winter to ovulate some of the evils that prevail from the fact that the office is an elective one.

A bill was introduced into the legislature requiring county superintendents to pass the examination required for a teacher's first-grade certificate. For some reason this did not appear among the "bills passed."

Mr. Kirk has left unnoticed one important point in respect to which applicants for positions as teachers are to be examined, and in regard to which county superintendents should be more exact.

The State Superintendent in commenting on the first point, moral character, says: "A superintendent can inflict no greater wrong upon a community than to license a man of immoral character as a teacher. A person who is habitually profane ought not to be permitted to enter a public school as a teacher. Neither should a person receive a certificate of good moral character who is not truthful, temperate, orderly, honest, and prudent."

So long as the county superintendent is dependent upon the votes of the people for his political honors, he does not always find it convenient to fill his office, supposing him competent, to the best of his ability. If he refuses a certificate to one who cheats at the examination, who uses profane language, and who neglects to pay his honest bills, he will be sure to lose the vote of the applicant and the votes of others too at the next election. The applicant returns to his home, and in a few days he receives a certificate, stating that he has passed a satisfactory examination upon points required by law.

To memory go back to childhood and youth, and call to mind those who were our early teachers, guides, and examples. Do we not see some who were wont to swear, to use tobacco, and to become intoxicated? Do we not see others whose whole soul seemed filled with a desire to lead us in the way of truth, to teach our youthful steps to avoid the pit, and to train our young minds to think on things that make men noble and honored?

Strange to say, each held a certificate of good moral character, not infrequently certified and granted by the same superintendent or board of examiners.

It is gratifying to know that those superintendents are not few who scrupulously perform their duties in every respect, according to law and to the best of their abilities. Their straightforward course may in some instances be the cause of defeat at the next election, but they have gained strength among the sober, honest, and thoughtful members of society; and they have gained the confidence of those teachers who love their work and who deserve the certificate of good moral character.

W. H. TiBRAIL.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Archer, T.: Debate in history. 12-185 p. 8vo. N. Y., Cassel, Potter & Galpin. [897] Brief and picturesque description of sixteen events in history, which changed the destinies of nations; beginning with the battle of Isalonic and ending with the reorganization of the German Empire. For the general reader and young student. Index $1.75

Leppoldt, P.: and Joann L. E. The American catalog of books in print and for sale on July 1, 1879. v. I; authors and titles; pt. 2: Edwards-Lecont. 200 p. 4to. $1.50 (for the two volumes.) N. Y., F. Leypoldt, 1879. 1.45

McSherry, R.: Health and how to promote it. 116-65 p. 18mo. N. Y., A. Philip, 1879. 1.15

For the intelligent general reader; relates to all matters of health, in men and women and in the household; suggestive rather than didactic, dealing more in principles than in rules and facts. Popularly written, and simple in language. Author, Prof. of Practice of Medicine, University of Maryland, and President of Baltimore Academy of Medicine.


Wibbe, Edward: The paradise of childhood: a manual for self-instruction in Friedrich Froebel's educational principles, and a practical guide to kindergarten; with a new edition of standard work; judiciously selected, making price less than ever offered before; also contains paper entitled "Kindergarten culture," never published separately.

A lecture delivered several years ago before New England teachers by the Bishop of Central N. Y., pointing out the unconscious educational influence a teacher possesses; containing valuable suggestions for teachers; contains also a list of books for teachers by the publishers.

Young, Charles M.: Young folks' history of Germany, 474 p. 18mo. Boston, D. Lothrop & Co., 1879. 1.50

Beginning with a history of the mythological heroes and their exploits, and tracing down through the different versions of the year 1879. Adapted to young readers both in language and in the selection of incidents.
The Educational Weekly.

E D I T O R S.

New England—Prof. J. Marshall Hawken, Principal Jones School, Portsmouth, N. H.
Iowa—J. M. D'Armond, Principal Grammar School No. 5, Davenport.
Indiana—Prof. John W. Cook, Illinois Normal University, Normal.
Wisconsin—Prof. S. R. Enckwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, MAY 5, 1879.

THE STATES.

IOWA.—The Council Bluffs Nonpareil is in favor of compulsory education. The Davenport Gazette believes in homes or schools for indigent children. Iowa already has one such "Home." The annual address at the State University Commencement, June 16, will be delivered by Rev. H. W. Thomas, D. D., of Chicago. Miss Laura Ensign, of the State Normal School, will deliver the Master's Oration.

There are over two hundred volumes in the Scott county teachers' library. It required nearly four thousand new readers to supply the Davenport schools. Mr. Beckington superintended the exchange. Miss L. A. Rose is president of the Scott County Library Association. The following item has been going the rounds; "An organization has been perfected to establish the Methodist University of Iowa at Des Moines, to supply the place of the Simpson Centenary College, which will close on the 26th."

Mr. W. R. Smith, teacher of Natural Science in the Davenport high school, has resigned his position and has taken up his abode in the new Eldorado—Leadville. Success to him.

Mrs. T. F. M. Curry, of the Davenport high school, will have an article on reform spelling in the Iowa Normal Monthly for May. Mrs. Curry is a clear thinker and some sound views on this subject may be expected.

The Clinton Herald says so far only two candidates have been named as contestants for the Republican nomination of Superintendent of Public Instruction—Prof. von Collin, the present incumbent, and Prof. O. H. Baker, of Indiana. To these the Herald adds the name of Prof. Henry Sabine, of Clinton, and says:

"In presenting Mr. Sabine for the important position of State Superintendent, we may be permitted to say without disparagement of other candidates, that he stands in the front rank of the educational men of Iowa. He is a graduate of Amherst college. Teaching has been his life work. For eight years he has been the principal of the popular secondary schools of the city, which have been brought to the highest standard of excellence under his supervision. During this period he has mingled with the teachers of the state, in their annual associations, and so favorably impressed them that he made his President in 1878. His inaugural address, in that capacity, was golden opener for his ability, its mastery style and finish, and its eminently practical hints and suggestions. Indeed, so satisfactory was his administration of the duties of that position that he was solicited by teachers from all parts of the state to become a candidate for the Superintendency of Public Instruction, and it is mainly in answer to that call that his name is now brought before the public."

Gen. Thos. H. Benton Jr. was born in Williamson county, Tenn., Sept. 5, 1816 and was educated at Marion College, Missouri. In 1839, Gen. Benton removed to Dubuque where he taught school several years. In May 1848 he entered upon the duties of State Superintendent of schools. He was re-elected to that office and again tendered a nomination for a third term, which he declined. The highest tribute that can be offered to his memory is that he was faithful and industrious in the performance of the duties of the office and that he, by his intelligent work, laid the broad foundations of our noble common school system. In 1858, under the new constitution, he became Secretary of the Board of Education—a position for which he was eminently qualified. He was twice re-elected to the Secretaryship of the Board. In 1863 he resigned his office to enter the army. His gallantry and soldierly qualities on the field were no less meritorious than his faithfulness to duty in civil stations. In 1866, Gen. Benton removed to Marshalltown where he engaged in mercantile pursuits and for a number of years was President of the School Board of that city. "Pure in thought, pure in life," says the Marshall Republic, from which these facts are gleaned, "honorable and honest in business, active and laborious in all good work, Benton's was a noble life, full of labor, of honor, and usefulness."

Seventeen out of thirty-one applicants for teachers' certificates succeeded at a recent examination in Chariton City.

The second session of the Normal School of Languages will be held at Iowa College, Grinnell. The session will begin July 8 and last six weeks.

Five meetings will be held at Clear Lake, Iowa, this season—the State Teachers' Institute will meet the last of June; the Sunday School Assembly of the Northwest, July 15; State Camp Meeting, Aug. 12; Musical Institute and Convention of the Northwest and Ministerial and Theological Institute of the Northwest, at dates to be announced hereafter.

WISCONSIN.—The last monthly teachers' meeting at Waukesha was greatly enlivened by a series of experiments performed with the air pump. Prof. A. A. Miller is an enthusiastic in his work, and in presenting any subject he has the rare gift of infusing a like interest in his hearers.

Mr. Morrison, principal of the South Side school at New London, has mysteriously and suddenly disappeared. The report says: "It is his custom to go out for a short half hours after school, and nothing was thought about it when he started for the woods last Wednesday. He did not return at the usual hour and his family became alarmed. Thursday dispatches were sent in every direction, but failed to reach him. To think that he has fled forever seems incredible, as he is highly respected, and has nothing to trouble him. Search is now being made for him. He is about 45 years old, and has a family."

The Whitewater correspondent of the Elkhorn Independent makes the following remark concerning a recent visit to the public schools: "I was shown specimens of writing and free-hand drawing from all the rooms in the district. For the age of the students and the amount of practice, I don't believe they can be surpassed. In fact, Prof. Johnson, of the Normal, says no school in the state can surpass this in fine drawing. Mr. Clark, who has been here eight years, is assisted by an excellent corps of teachers, some of whom have been associated with him several years. The logic of the above is, if you want good results from the investment in schools, make the teacher's position as permanent as possible. This does not militate against the doctrine that all progress implies change. In school work the change and progress come through thorough supervision, the adoption of improved methods, and the application of the permanent teacher's accumulating knowledge and skill, and the present work is a good example of the latter."

ILLINOIS.—Dr. Gilchrist, of the Iowa State Normal School, spent a few days last week inspecting the workings of the Illinois State Normal School. E. A. Gustman, of Decatur, also put in a day looking at the institution. Mr. G. has been reappointed as member of the State Board. His health, which has been rather poor of late, is somewhat improved.

The fourth annual session of the Clay County Normal Institute will be held at Louisville, commencing July 21, and continuing five weeks.

The Louisville graded schools, under the able supervision of Prof. C. W. Mills, will close June 3. This is its first year as a graded school and Prof. Mills is entitled to a great deal of credit for the success of the school. The schools at Xenia, Flora, Clay City, Lagrange, and Bible Grove are all in excellent condition. Clay county has a better corps of teachers than ever before.

G. W. S.

The bills providing for compulsory attendance at school and for a series of state text-books seem to stand some chance of passing. While we feel some degree of indifference respecting the first, we think the second the most unfortunate piece of school legislation in which our law-makers have ever indulged. Have the gentlemen any just appreciation of the amount of labor involved in the preparation of a First Reader, the smallest book, probably, that will be required? The readiness with which our legislators undertake the preparation of a complete set of books would be amusing if it did not involve such an immense outlay of money, open so many avenues of corruption, and set the state in its corporate capacity against private enterprise.

W. H. Chamberlin, of Ridge Farm, is taking a post graduate course at the State Normal School. He is contributing a series of interesting articles to the Danville News on the Normal School and its work.

Supt. A. A. Krape, of Stephenson county, announces a "normal drill" to be held this summer at Lena. The enrollment in the Lena schools the first day of this term was 366. M. George E. Knepper is principal. M. Knepper edits an educational page in the Lena Star, and does it well. The Star is the only paper in the county which contains such a department.

Mrs. C. E. Larned, county superintendent, has issued an attractive circular.
The Educational Weekly.

SHOWING THE PREMIUMS WHICH ARE TO BE AWARDED AT THE COUNTY FAIR NEXT SEPTEMBER. One diploma is to be given for best general exhibit from an ungraded school and one for best from graded schools. Each of the other awards is the sum of two dollars. The work must be in her office by July 1. Her "directions to teachers" are explicit. The paper is to be of uniform size, and if written on both sides must be turned from side to side, like the leaf of a book, not from end to end. (This is specially provided for in the marginal rulings of the Comparative Examination Paper.)

MINNESOTA.—The public school enrollment in Winona reaches 1,756. Superintendent Shepard is moving to secure a reduction of the course of study from thirteen years to twelve; the study of local geography from six years to three, and the use of one text-book instead of two; also a change from four to three test-books in arithmetic, and the adoption of one uniform series instead of the three now in use.

The county auditor has completed the apportionment of the state school fund among 118 districts of Hennepin county, and the city of Minneapolis. The per capita for the country districts is thirty-four cents from the state fund, and twenty-four cents from the liquor licenses and justice court fines. There are 4,760 scholars in the county, making a total of $3,386.06. In the city the per capita is but thirty-four cents, and the apportionment is $1,769.66, on 5,199 scholars.

Olmsted county has ordered $1,575.64 worth of state school text-books during the past year, being over $1,000 in excess of any other county in the state.

At a recent meeting of the Board of Regents of the State University, the resignations of Profs. Laing and Peck were accepted. Some differences of opinion respecting the necessity and desirability of the course which led to the above step continues to exist among the Regents and Faculty, and a correspondent of the Pioneer-Press quite sharply criticizes the Regents for their action in the premises. To an outsider his criticisms seem to be in the main just, and it would not be inappropriate for the Regents to make some response to his call for light, and explanation of certain portions of the published report of the proceedings of this meeting. A resolution was adopted authorizing the executive committee to assign to professors and instructors such territory in which to conduct examinations after commencement as may be deemed advisable. It is to be the duty of these representatives of the University to examine all candidates for admission in the schools of the state, including those receiving aid under the law for the encouragement of higher education, and to give, as opportunity affords during their trips, lectures on higher education. Regent Bart's resolution providing for the relaxation of the rigor of examination for admission should be permitted by the faculties, and that applicants should not be admitted beyond a reasonable and customary degree, and that the number of special students should not be increased without weighty and justifiable reasons, was adopted by the Board.

Some of the boys at the Duluth high school who had been running things to suit themselves under former teachers, were brought up with a round turn recently by Mr. Kupley, the present principal. There was an inept, rebellious, but he crushed it with a strong hand. After soundly whaling a few of the largest boys, they concluded that he was the school-master, and became docile and obedient. The Tribune says the public favor an increase of wages.

PRIN. J. R. Davis, of Rochester, writes: "Several teachers take THE EDUCATIONAL WEEKLY, and enjoy it. We have a reading club—take ten different educational papers and have a reading room in our high school building. It works splendidly."

CALIFORNIA.—The School and Home Journal says: "Every friend of the public schools should vote against the new Constitution; because, First—it destroys public high schools, the only opportunity afforded the poor and middle classes to give their children a respectable education. Second—it cripples the State University, and would soon convert it into a provincial academy. Third—it opens the way for the introduction of a vast horde of untrained and incompetent teachers to instruct our youth. Fourth—it brings religion and politics into our schools, inasmuch as it empowers local authority to determine who shall and who shall not teach. Fifth—it greatly increases the cost of education, as it opens the way for the introduction of all sorts of new books, with no power in the legislature to hinder or restrain. Sixth—it abolishes our uniform state course of study. Finally—it gives us in place of a school system in consonance with our age, and fit for a free Anglo-Saxon people, the ill-organized and reactionary system of semi-civilized Mexico."

MICHIGAN.—The Board of Education of Kalamazoo have adopted a new plan of school building and a modification of grading and a classification which promises well. The new building is a very handsome and slightly one-story house, the rooms so arranged as to afford the best facilities for teaching and recitation.

W. L. Smith, deputy superintendent of public instruction, has been elected a member of the board of education of the city of Lansing.

H. C. Rankin, principal of the Cassopolis union school, is in difficulty. A large petition for and a heavy remonstrance against his reemployment have been presented to the school board. Charges of ungentlemanly conduct have been preferred in sworn affidavits against him by the lady assistant teachers.

Profs. Steere, of the State University, has been elected a corresponding member of the London Zoological Society. The Students' Lecture Association has cleared this year about $500. The Senior class has voted to have a senior reception at a tax of nine dollars per person. A pavilion will be erected, as has been done for the past two years. Regent E. C. Walker, who has been ill for several months, is able to be out again.

The following changes in teachers in the Detroit schools have been made: Miss E. R. Cockcroft, assistant in the Fisher school, leave of absence; Miss M. Tracy, assistant in Washington school, resigned; Miss Nellie Dean, transferred to the Fisher school, vice Miss Cockcroft; Miss Elizabeth J. Ellis appointed to the Pichter and Houghton schools, vice Miss Dean, transferred; Miss Mary E. Ayward appointed to the Washington school, vice Miss Tracy, resigned.

The Legislature has passed a bill appropriating $40,000 for a fire-proof museum building at the University.

Superintendent of Public Instruction, Hon. C. A. Gower, in writing of Michigan's present system of teachers' institutes, quotes the following as showing, already, the beneficial results of this system as seen in the counties in which institutes have been held:—"Year by year Teachers' Institutes are becoming more valuable as their legitimate work is better understood. They have become a powerful agency in educating teachers who have no better way of obtaining normal instruction, and in educating public sentiment; and thousands of teachers every year go out from these institutes with clearer views of their respective duties; with a determination to do better service in the future, and with a higher inspiration for their calling." Prof. J. R. Miller, for four years principal of the Manchester schools, goes to Constantine next year.

The city of Flint issued bonds to the amount of $100,000, in 1874, with which to build a high school. They are paid in installments up to 1890, those running to 1884 carrying ten per cent interest, and those after that year eight per cent. The Globe has figured out when the debt is paid, principal and interest, that it will have cost the city $170,740.

During the fiscal year ending March 31, 1879, Flint received from the county treasurer $1,220.50 primary school money, $103.74 school library money, and paid out on union school orders $28,860.68.

Allegan has a school census of 724, and has enrolled this year in her public schools 569 pupils.

The Berrien County Journal says that the school property in Niles is valued at only $5,825.

The Vassar union school enrolls 290 pupils. Silas L. Wood is principal.

NEW ENGLAND.—The Boston School Board has adopted a scheme by which all school supplies are to be furnished to the pupils at cost, the same to be paid for by such parents and guardians as are able to pay.

The 11 school-teachers in Paris, Mass., pay a tax of the town $163 for wages, the males receiving $5 per week and females $4.75. Fuel cost $40, repairs $19, and the superintendent's pay was $15. There are 102 children of school age in the town, and the average attendance was 62, and yet it is asserted that school teachers receive too large salaries, and school cost too much.

OHIO.—The Columbus Art School is an established institution, under the auspices and direction of the Columbus Art Association. Prof. W. S. Goodnough, Superintendent of Drawing in the Columbus public schools, is Director. The school is organized for the purpose of providing good instruction in a wide range of studies at as little expense as possible to students.

PENNSYLVANIA.—We welcome to our exchange list The Teacher's Journal, published at Wilkes-barre, by H. H. Berlin and J. C. Geyer. It is a neat 12-page monthly, size and style of THE EDUCATIONAL WEEKLY. Price, 75 cents a year.
Once when asking a lady teacher to subscribe for an educational journal, I was nonplussed by the reply that she would "rather have a new ribbon than all the educational journals ever published." Another said, "Well, there's no time to read it in school, and when once I get away from the school-room I like to forget that I am a teacher as soon as possible."

What can be expected of such teachers? Indeed, what can be hoped for our schools so long as teaching is but a stepping-stone, either to matrimony or some more lucrative profession? When the tax-payers begin to feel that it is necessary to expend as much on normal schools as on lunatic asylums, schools for imbeciles, or our poor-houses, we may hope for a better class of teachers. When they begin to pay teachers something proportionate to what they might make in other professions, or in business, then we may hope for greater interest and permanence in the profession.

That our schools are no worse, the people have reason to feel is due to book publishers, who have spared no pains to present subjects in such attractive form, and with the matter in hand so fully presented, that even the dullest and laziest teacher can not entirely fail, as the pupil is able to gain knowledge for himself, and the teacher need only be a sort of watchdog to keep him at his work.

The difference between live teaching and mechanical teaching produces different results, however, and the educational journals have a work to do in developing the workers and scattering the drones.

AGREED.

CHICAGO, I11., April 23, 1879.

SUGGESTIVE CORRESPONDENCE.

The following 'bit of correspondence' suggests that even postmasters may be responsible for the non-appearance of your WEEKLY occasionally:

To the Editors of School Bulletin:

DEAR SIRS:—Please let me know if you sent a copy of the February (1879) number of the School Bulletin, addressed to the Postmaster at North Pembroke, Genesee county, Postoffice. My number of the Bulletin for February has failed to reach me; and while in the Postoffice, a day or two since, I found a copy of the Bulletin for Feb. 1879, which the Postmaster claims was sent to him, and he opened it and used it as his own. Now I have my doubts as to his honesty, and, particularly about this transaction.

Please answer immediately.

Your obedient servant,

MARTIN BROWN.

This letter was promptly forwarded to the Postmaster General by the publishers, from whom they received the following reply:

POSTOFFICE DEPARTMENT.

GENTLEMEN:—In reply to your letter of the 10th inst., I have to inform you that the matter of complaint, therein contained, has been placed in the hands of a special Agent of this Department; and if, after investigation, it shall appear conclusively, that the Postmaster, at North Pembroke, has appropriated to his own use mail matter addressed to another, it will be considered ample cause for his removal.

Very respectfully, JAMES H. MAIR.

For 1st Ass't P. M. Genl.

MESSRS. Davis, Bardeen & Co., Syracuse, N. Y.

REPORTS AND PAMPHLETS RECEIVED.


Newark Public Schools. Biennial Report of the Superintendent, for the school years ending August 31, 1877 and 1878. Newark, Ohio, J. C. Hart­ler, Superintendent.


TO COUNTY SUPERINTENDENTS.

The experience of the publishers of The Educational Weekly has demonstrated the fact that there is a very large army of teachers in the West who cannot afford to pay the subscription price of the weekly. Their salaries are too small and uncertain, and they are reluctantly compelled to subscribe for a cheaper journal. In view of this fact we have devised a scheme by which we may meet the wants of such teachers, and furnish them what we believe will be the best as well as the cheapest educational monthly in the world.

We have already supplied a large number of teachers in Wisconsin by this means, and are now ready to do the same for teachers in Illinois, Iowa, Michigan, Minnesota, Indiana, Nebraska, and any other state which will give us 500 subscribers. The plan is as follows: From each issue of the weekly we shall select the best articles and the state news, and set all aside till the first of the month, when several state editions will be printed, differing only in the matter of state news. Each edition will contain two or more pages under the direct management of the state editor, and the department of home news will be full and complete. In this way the teachers in each state may obtain the cream of the weekly at only fifty cents a year.

We desire to learn as soon as possible for which states we shall publish such state editions, and county superintendents are respectfully requested to forward us orders, without the money, for such teachers as desire to subscribe. Payment will be expected after the receipt of the first number. We purpose having the July number ready the latter part of June, and before that date we hope to receive at least 500 orders from each of the Northwestern states. Remember, the price will be only fifty cents a year, for twelve (monthly) issues of the weekly, same size and style as the regular edition. Let us have the names at once.

WHAT IS THOUGHT OF THE PROJECT.

A few expressions of opinion have been gathered from recent letters received, which indicate the general favor with which the above project is received among those best qualified to judge of its advisability.

Supt. Crouch, of Macoupin county, Ill., writes: "If you issue a monthly, I shall endeavor to get it into the hands of every teacher in the county." How many other Illinois superintendents will do the same?

Supt. John Brady, of Fillmore county, Minn., writes: "It would take but little effort to get five hundred subscribers in Minnesota. I can furnish you a hundred for a good monthly."

Supt. H. A. Gladding, Sherman county, Neb.: "The monthly edition will be a good thing. Will bring it before my teachers."

Supt. Betsey M. Clapp, St. Croix county, Wis: "If it is what it promises, it will furnish an excellent paper so cheap that all can have it."

Supt. Geo. W. Smith, Clay county, Ill.: "Think it just the thing for the great mass of teachers."

WHAT IS SAID OF THE WEEKLY.

I do not know how a teacher can do without it; neither do I know of any educational journal that could take its place.—[Supt. John Highy, Grundy county, Ill.]

The authority on educational matters in the entire Northwest.—[W. Va. Journal of Education.

I have the pleasure of perusing several educational journals, but I like none so well as the weekly.—[J. N. Grayson, Decatur, Ill.

Your excellent journal is received each week, and read with much interest. I scarcely ever received a number without gaining some good practical hint that is in some way a help in my school-room.—[Mrs. A. M. Evans, Hiawatha, Kan.

I like the weekly very much, and would not like to be without it even did I not act in the capacity of teacher.—[W. D. P. Lowry, Davenport, Iowa.

Many of our prominent teachers hereabout could well afford to take a weekly educational journal, and they will find this one to be the best.—[Supt. Fred. B. Isham, Walworth county, Wis.

I did not know the value of the weekly until I commenced taking it.—[W. J. Sawyer, East Saginaw, Mich.

I am delighted with the weekly.—Supt. A. R. Sabin, Lake county, Ill.

I take no paper of which I think so much as the weekly. It is devoted to the interests of the public schools of our great state. I hope to place it in the hands of many more teachers in this county.—[Supt. F. W. Crouch, Macoupin county, Ill.

I like the weekly and could not well do without it.—[J. W. Fleming, Paluela, Kan.

The Educational Weekly, published at Chicago, Ill., by S. R. Winchell, is ably edited, sound in theory, filled with practical hints, useful discussions, and general information, and is clear and tasteful in typography. It is the kind of publication needed to advance the good cause, and should be in the hands of every teacher and advanced scholar. The views taken in it are broad, comprehensive, and impartial, and the report of current events pertaining to its peculiar province is condensed and interesting. The subscription is $2.50 per annum, and we know of no better investment for any looking to the progress of education.—[Tunkhannock Republican, Pa.

The weekly, good before, has manifestly improved of late.—[The Alliance, Chicago.

I think the weekly improves. I like it.—[Ruth Hopkins, Upsaliniti, Mich.

I read it with profit and preserve it carefully for reference.—[Supt. B. Mallon, Atlanta, Ga.

I can ill afford to do without its wise counsels.—[Miss S. Blackburn, Supt. Benton county, Ia.

I very much like the tone and general attitude of the weekly.—[Prin. A. R. Sprague, Evansville, Wis.

I find the weekly to be a great stimulant in teaching.—[F. H. Bauermeister, Grant Park, Ill.

I take the , the , and the weekly, and I have found the most and best reading in the weekly. I would not do without it as long as I teach school, for twice the subscription.—[J. S. Smith, Oceola, Ia.

I consider it the most valuable of all educational journals that I receive. There is scarcely a number but is worth a year's subscription.—[Prin. R. B. Spitter, Hays City, Kan.

We are highly pleased with the educational weekly, as it is filled with information which the live teacher cannot do without.—[J. G. Talbert, Prestonsburg, Ky.

I am convinced that it is the best educational paper that I have ever examined. I shall use my influence to extend its circulation among the teachers of this county.—[Supt. A. M. Gillespie, Carry County, Oregon.

I think it is one of the very best conducted, if not the best.—[Commissioner Laurence O. Thomas, Schuyler County, N. Y.

I prize the weekly very highly and do not wish it discontinued.—[E. C. Smith, Dixon, Ill.

I like the weekly. We welcome it as an old experienced friend. It often helps us through the knotty difficulties of the schoolroom.—[P. M. James, Ambig, Ill.

Scores of others write as follows:

"I look for the weekly every Friday as for a friend." * * * "I have read the weekly with interest and profit and shall not go without it." * * * "I am well pleased with your journal, and cannot do without it, as long as I teach, at least!" * * * "It is an excellent paper, and I cannot see how teachers can lose some of its contents. I only regret that I am unable to subscribe for several years in advance." * * * "I should not be able to get on without the weekly.—[1u Book of Jeremiah."
Getting Warm, Summit of Mt. Washington.

Brewster’s third annual excursion tour from Detroit to the WHITE MOUNTAINS AND SEA SHORE will leave Detroit in the coming week, to attend the National American Institute of Instruction, which will be held at the White Mountains July 9, 10, 11, and 12. The route is via Niagara Falls, Lake-Ohio, Thousand Islands, Rapids of the St. Lawrence, Montreal, and Quebec, and includes the Sea Shore. Send stamp for particulars to W. H. Brewster, 69 Shelby St., Detroit, Mich.

PUBLISHERS’ DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished on terms. A ten-cent number immediately on receipt of the next number, we mail for free. Always give the number of the paper, not the date.

In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed. Round volume for seven, Half-Morocco, with gift stamp, can be had for 25. Covers alone, 75 cents.

TERMS OF SUBSCRIPTION.

One year (52 Nos., $3.00. If paid in advance, $2.50. Six months (26 Nos.), 75 cents. Three months (13 Nos.), 75 cents. In clubs of five, 75 cents each. Each State Office is allowed to sell a year’s subscription.

Single copies for sale at Smith’s Book and News Establishment, 17 South St., Chicago.

The last number paid for by each subscriber is on the address label, and cuts as a receipt for all money sent on accounts. Remittances should be sent by registered letter, draft, or post-office order to the address of the paper.

Orders from strangers must be paid in advance and in full.

Terms of Advertising.

Per line, agate measure, 10 cents each insertion. When a special location is chosen, 15 cents a line. Special Notices in Publishers’ Department, 25 cents a line.

Advertisements running one month or more will appear in all the different weekly editions of the WEEKLY, which are published for local circulation in the various states. Each State Office is allowed to sell a year’s subscription.

Remittances should be sent by registered letter, draft, or post-office order to the address of the paper.

Orders from strangers must be paid in advance and in full.

Address all communications to

610 Aspinwall Block, corner Clark and Randolph Sts., Chicago, Ill.

For subscribers who will return No. 109 to the publishers, in good condition, we will extend their subscriptions one week. Send right away, as we have not a copy left, and wish to respond to several calls.

Last year W. H. Brewster, of Detroit, Mich., took a large excursion party to the White Mountains. The trip is to be repeated early in July this year, as will be seen from his advertisement on this page. This answers several of our correspondents who have inquired about excursion rates to the meeting of the American Institute this summer.

The old sport of archery has of late years been revived in this country, and in many parts it is taking the place of the once popular croquet. A new patent gun, which is said to be serviceable also for the introduction of a new element in that advertised by Mr. John Wilkinson. Mr. Wilkinson is a prominent and wealthy merchant and his goods are all first class, and his most popular gun will afford better amusement for both young and old. His new catalogue of scroll saws, lathes, archery, base ball, etc., will be of service to the sporters.

The third session of Dr. A. Fleischmann’s “German Summer School” will be held at Cazenovia, beginning July 8. The instruction is given according to the latest method, and is especially suitable for such as wish to become teachers. Conversation, with special drill in pronunciation, will be the main feature of the school, and the first part of Goethe’s Faust will be read and explained.

Until July 8, address Dr. Fleischmann at Toledo, Ohio.

A novel application of his machinery for making steel pens, Mr. Joseph Gillott, of Birmingham, England, has introduced a new series of pens, which it is claimed exceed in temper, quality of material, and cheapness of price. His school pens are made with fine, medium, and broad points, to suit the various kinds of writing taught in schools. These pens are sold by all stationers and booksellers. Henry Hoe, 91 John Street, New York, is the only agent in the country, and all wholesale dealers are supplied by him.

Consumption Cured.

An old physician, retired from practice, having had a place in the hands of an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure for Consumption, Brongia, Cataract, Asthma, and all Throat and Lung Ailments, also a positive and radical cure for Nervous Dullness and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send, free of charge to all who desire this remedy, with full directions for preparing and using, in German, French, or English, three copies by addressing with stamp, naming this paper, W. W. Sherman, 149 Powers Block, Rochester, N. Y.

CLAIRMAYNARD,

NEW YORK.

Publish. Anderson’s Histories, and Historical Readers; Thomas’ New Books, etc.; French Reader; French Course; Read and Kellom’s Geared Lessons in English, and Higher Lessons in English.

Hodgson’s Pictorial Geography and Hygiene; Henderson’s Text-Books in English Orthography, etc., etc.

J. D. WILLIAMS, Agt. 40 Madison St., Chicago.

KELLOGG’S GRADED

English: First, Second, and Third Readers, with Teachers’ Guide; English, Latin, and Algebra; American History: First, Second, and Third Series; Emphatic Montessori Method of Pronunciation.

NEW YORK.

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.

THE KIDNEY WORT COMPANY, 214 West 38th St., New York.

A purely vegetable compound, not doctored with poisonous tinctures, being dry—a gentle cathartic and effective tonic—sure to actually cure some of the most common and painful diseases that baffled medical skill. Those who have been cured when all other means failed, truly say: “It is the greatest blessing of the age.” I find I should be now alive but for it.” Physicians in regular practice say: “It works like a charm and effectually.”

FOR SALE BY ALL DRUGGISTS.