Editorial.

Compulsory education, at least as far as it relates to the public schools, will seem less of a bugbear when the people shall agree as to what constitutes a necessary education for citizenship. Let there be an agreement as to the number and kind of studies that shall be taught to her, any interference with their progress or with the methods of the higher department, or any criticisms to them upon the action of the teacher next above, is simply deviltry in disguise. It is fraud and humbug originating in jealousy of the teacher above. It is not hard to deceive children. One with a flaccid mind, on the same intellectual plane, may easily bamboozle children, by an affectation of kindness and personal interest in them, and the result of such maudlin sentimentality is as demoralizing as it is dishonest in its nature.

The hopelessness, the shiftlessness, the impenetrable ignorance which too often characterize the dealings of boards of education, especially in cities, with the schools in their charge, has long been a matter of comment. The truth of this observation is becoming more apparent every day. But in the language of Boss Tweed, What are we going to do about it? Give teachers a "seat on the floor." Let the charters of cities be so amended that teachers, practical working teachers, may become members of the board of education, that they may partake in the debates, may make suggestions on educational matters, and guide the deliberations of the board in virtue of their superior tact and educational acumen. It is not necessary that they should vote, although if they should be accorded that privilege it would do considerable good to the schools and save much money to the tax-payers which is now spent in getting up costly graded courses that are never used.

In some quarters there is an atmosphere of opposition to the appointment of married women as teachers and oppression upon their retention where already employed. This feeling becomes peculiarly intense against women whose husbands are somewhat well-to-do. There is neither reason, nor philosophy, nor policy in such a movement. It originates in the notion that the young girls should have a chance. There is no reason in this cry. The young girls who deserve a chance will eventually get it, and, as for the others, many of them had better make dresses or scrub. If married women who are well off be obliged to resign, why not married men who are wealthy? What right has a man worth fifty or sixty thousand dollars to keep some poor young pedagogue or new graduate out of a job? And again, what right have the daughters of rich men, who teach only to buy "ribbons" and jewelry to keep deserving young graduates out of the schools? And finally, what business is it of anybody to know whether teachers, or their husbands, or their "sisters, or their cousins, or their aunts" are well off or otherwise? In this matter competency alone should be the test and standard of incumbency.

And now the Michigan Legislature has got it. Senate Bills No. 293, which is a substitute for Senate Bills 151 and 152, reported by the Committee on Education and Public Schools, was ordered printed May 1, "to provide for uniform and cheaper school text-books." What is it, or who is it, that puts this crazy notion into the heads of the otherwise innocent legislators? Uniformity is a good thing, and low prices are a good thing—provided they are established under the regular and legitimate laws of trade competition, but all these legislatures seem to go at their work in the wrong way; they attempt too much; they undertake to overthrow instead of correct the existing order of things. To secure uniformity it is not necessary that a new or
state contract for books should be made, nor is it necessary that any new books should be prepared on purpose for the schools of a particular state. And to get cheap books it is only necessary to have a wise and independent committee or commission who shall receive bids from publishers, and accept the lowest, all things considered, just as other kinds of goods are purchased in large quantities. This proposed action is in the face of the advice, argument, and best interests of all experienced educators and educational agencies in the land. It is popular ignorance attempting to subvert history and experience, and can no more succeed than truth and history can be stamped out of existence. It may be worth while to give particular attention to this Michigan project next week, and show in detail the absurdity of the bill, but we hope not; the subject is becoming monotonous.

In the matter of written examinations, so fully discussed in some of our contemporaries, there is one point that has not been touched upon. It is the time allotted for the completion of the work. Unless this is taken into account, there can be no true comparison of the results. Granting the questions of equal difficulty, it would be absurd to compare the averages of a class which was allowed an hour only for the examination with those of one which was allowed as much time as its members chose to take. Provided the time is not too short, the better plan is to fix a certain limit. But a decidedly unfair and vicious method is to allow teachers to cram on one branch and then have an examination on it; cram on another and then examine, and so on to the end of the chapter, which may extend over the space of weeks or even months. Getting high averages and a large number of promotions is one thing, and getting them honestly is another.

In a certain city, the Superintendent of Schools gets only $3,000 per annum, while the Chief of Police and Fire Marshal get each $3,600, and the Boss Scavenger $3,500. This state of things is shameful, and the teachers themselves are to blame for it, since they fail to assert themselves in any quarter other than the petty province of their school authority. The state of things becomes still more provoking when it is observed that a member of the Board of Education in the same city subscribes to a private purse to make the salary of the Chief of Police $15,000. Just look at it. A country youth comes to a large city and gets on the police force and is glad to get there; gets 700 dollars a year and is glad to get it; and in a few short years overtops the Superintendent of Schools in the manner described above. Are we men or mice? or what is the matter with us anyway? Perhaps it is because we are so judicious. It does seem as though no man could get up educationally unless he is a little of a dunce, or a little of a coward, or a great deal of both.

Superintendent Kiddle of New York City has published a book of spiritual communications, which has made quite a sensation in New York and elsewhere. The only criticism the WEEKLY has made on the performance is that when Mr. Kiddle again places the spirits on tap, he had better select an article of higher proof.

We hasten to the defense of Supt. Kiddle. His strong weakness for spiritualism is no sign of weakness of character, or inefficiency in the discharge of his important duties. Mr. Kiddle is a strong man. He has a powerful knack of getting work, and good work too, out of his assistants. His report is always a model of pith and information. We had a private epistolary set-to with him once and we got beautifully walloped. Great strength of character implies weakness in some one direction. Was not Napoleon superstitious? Show me a man of perfect balance and I will show you a perfect dunce. "Great wit to madness nearly is allied."

As far as we are acquainted, all school superintendents are a little daft in some particular. One dives into speculative philosophy so deep as to lose sight of everything else and make everything lose sight of him. Another is soft on philanthropy and benevolence; so much so that the greatest humbugs in his schools get the most favors from him, provided they approach him armed with a pitiful story. A third is wild on the subject of blanks to such an extent that, if he were not criticised and the printing appropriation limited, he would shingle the roofs, carpet the floors, and paper the walls of his school houses with blanks fearfully and wonderfully made. Yet these are all good, sound sensible men and excellent superintendents. As far as we can see Mr. Kiddle's insanity has taken the mildest and least expensive form.

HUSBAND THE RESOURCES.

The American people have always been generous to the public schools, and if there are some weak-kneed persons among them at the present time, it is not at all surprising. Large tracts of public lands which were given as endowments to the public schools have in too many cases been jobbed out of the possession of the schools. This was particularly the case in the Western States during the era of peculation and public plunder which had its origin in the civil war. Teachers are deeply interested in this matter. The people of the country districts feel keenly the burden of taxation and are apt to visit some of their burdens on the teachers in the shape of small salaries. If the school section of the township is properly managed, the revenue derived therefrom will pay nearly all the expenses of the school, so that the tax is light and there is less grumbling at the high (?) salaries paid to the teachers. Here in Chicago we have a keen appreciation of the advantages derived from a proper administration of the school endowment property. With scrip discounted eight per cent, it is very pleasant to receive three months' pay in crisp greenbacks, and all this comes of the honest, judicious, and careful administration of the School fund property committee. Teachers should be very careful of the property of the district, as it is their duty as well as interest to be so. Every dollar spent in buying new desks, new globes, or in fixing the stove, is so much taken from the teacher's salary, and be it remembered that there are not a few school directors who are much more likely to pay high prices for school furniture than high salaries to teachers.

ALL ABOARD FOR EUROPE.

The School Bulletin, in giving some counsel to teachers respecting the different ways of spending the summer vacation, speaks as follows of the European tour advertised in the columns of the WEEKLY.

*Thomas Cook & Son is an old established firm of long experience and immense business. They furnished last year 75,000 tickets between London and Paris, and 400,000 to the exposition. Their circulars give the full particulars of a greater variety of routes than any one else can offer, their rates are low, and every agreement they enter into they have the power as well as the will to execute.*

*Our readers will all feel an inclination toward the party conducted by Prof. Burchard, however, and so far as the trip he has laid out corresponds...*
REVIEWS.

Handbook of Requirements for Admission to Colleges of the United States.

Every boy and girl preparing for college, and every teacher of preparatory classes, should possess a copy of this book. It will give more insight into certain peculiar college characteristics than the perusal of a hundred catalogs. In two hours' study a boy can learn more about the various colleges of the country than by actually visiting them all; for here are the actual distinctions fully portrayed, while a transient visit might give an erroneous impression. In this we have the guide-boards, as it were, for all the colleges, and by these we may know the peculiar work done or attempted by each. Such a knowledge is of great value to the sub-freshman. When he enters college he knows what he is doing, at least relatively; he knows just what rank his chosen college holds among the 422 colleges of the country, and this knowledge helps to give him a better command of the situation.

The book is valuable also as a work of reference. It would be a needless task to commit to memory all the numerous facts it contains, and many of them now facts may be materially modified in a few years; but there are many facts and statistics which cannot be found in as good shape in any other American publication. Here we have not only a complete list of all the colleges and universities in the United States, and the courses of study and requirements for admission and graduation of the representative ones, but we have also the cost of books, board, room-rent, Latin pronunciation used, and various other facts and statistics of vital importance to the preparatory student.

The book is the first and only one of its kind, yet its completeness and finish are equal to the product of modern school-book competition. It is what has always been wanted, and now that it may be had, becomes at once a necessity in every high school and academy, as well as a desideratum among all teachers in higher institutions of learning. It is one of those peculiarly satisfactory works, the special product of a student and scholar, the outgrowth of experience and practice, such as work as we might have expected to find long ago, but which no one ever undertook, and which at once fills a place which can never again be left unoccupied. It is one of those multum in parvo works which are becoming so popular in these days, containing the cream of the whole subject, with none of the froth.

The print and binding are done in the first-class style so characteristic of the Appletons, and so gratifying to the pride of the purchaser, especially the purchaser whose taste leads him to invest in such a book as this.


The author of this sketch has written better than he knew, and better than his publishers expected. In an attempt to write a biography so hastily and to meet so sudden and urgent a demand, it could not be expected that a detailed work is to be, as Thucydides said, would be produced, and yet we seem to have in Col. Conwell's work the carefulness of diction, the fullness of detail, and the accuracy of statement which are usually the result of years of study and labor. The greater portion of this work was written, published, and sold before the obsequies and burial of its subject; and yet it is scarcely defective. For the present time it is all that is wanted—not too voluminous, and not imperfect. It contains 385 pages, with fourteen full-page illustrations. It will soon find a place in the library of every American patriot and scholar.

"Upon the world's great battle-field, the brave
Struggle, and win, and fall. They proudly go,
Some to unnoticed graves, and some to stand
With earth's bright catalogue of great and good."

THE MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

Sunday Afternoon—May.
The Humility of Positivism. By Rollo Ogden.
The Mormons, II. By Thomas L. Rogers.
The Present Standing of Political Economy. By Francis A. Walker.
An Excellent Mathematician, Philosopher, and Divine. By Susan D. Nickerson.
A Curious Phenomenon of the Plains. By Alfred Terry Bacon.
The Year. By Annie E. Cole.

Appleton's Journal—May.
The Princeton Review—May.
Force, Law, and Design. By President Porter, Yale College.
University Work in America. By Prof. B. L. Gildersleeve, Johns Hopkins University.
Science and a Future State. By Balfour Stewart, Manchester.

BOTANY—ITS PLACE IN EDUCATION.

Prof. L. R. F. Griffin, Lake Forest University.

TWO things should be specially sought in teaching any branch of Natural History. The pupils must be taught to observe accurately, and to classify upon correct principles. Botany is peculiarly fitted to secure these ends, since all children are naturally interested in flowers. With these two purposes fully in view, how can they be secured?

I. Teach as little as possible from the text-book. Some good flora should be at hand for ready reference, and a full glossary. But the first should be used only to enable the pupil to identify some strange flower which has awakened interest, and for analysis after the pupil has acquired some facility. The glossary should be in constant requisition to explain any unknown terms.

II. Give the pupil the fewest terms possible, whose use he is to remember. Many students, especially young children, are dis-
heartened by the number of terms found in the ordinary textbooks. Use only such as are essential.

III. Give the pupil the flower from the outset, to pull apart, and let him learn the parts from that. Direct his attention at once to the four essential parts of the typical flower, the calyx, corolla, stamens, and pistils, and show that they are arranged in whorls. When the pupil takes a second flower, he readily notices that in this again these parts are arranged in the same order.

IV. Encourage the student at once to classify for himself. Thus, give the student, for the first flower, Hepatica americana. He will quickly find that it has three bracts that at first glance he will mistake for a calyx, but a little careful attention will show that they are remote from the flower. He will also himself discover the fact that the corolla is wanting. By removing the various parts, he readily determines that the parts are arranged on a system of threes.

Next, give him the Wake Robin, Trillium nivale. Pulling this in pieces, he will again quickly find that the parts are also in threes. Here, then, he will at once begin to classify, for he will say that plants that are arranged in threes should be classed together.

Then give some plants with a different number of parts, the Cowslip, for example, Dodecatheon Meadia, and allow him to pull this apart. Quickly he discovers that this is arranged by fives, and places the plant in a different class from the others. This may be extended as far as the wants of the pupils may seem to demand, but should always cease before it becomes irksome.

Having carried the student thus far, the principles upon which Botanists classify should be explained to him, which separate plants into Kingdoms, Subdivisions, and Orders. These few steps will lead the pupil to seize upon prominent points of resemblance, and at the same time to notice the various specific differences in the plant. In other words, the pupil has begun to observe, and to classify for himself. This has really advanced him a step in his education, and given him new conscious power, always more valuable than any amount of new text-book memorizing.

WHERE IN THE WORLD COULD IT HAVE BEEN?

A State superintendent who had made, during a long term of office, hundreds of visits to ungraded country schools, declared that he never once saw a teacher conducting a recitation without a text-book in hand; that he seldom saw either teacher or pupils at the blackboard; that he never saw a school-globe actually in use; that he never saw a teacher give an object-lesson; that he never heard a lesson on morals or manners; that he never saw but one school-cabinet; that he never saw a reading class trained to stand erect and hold a book properly; that he never heard a teacher give a lesson in local geography; that he never heard a teacher tell the children of the way to reach the heights which tower toward the sky, what though the way be rough and dark, and frowning cliffs seem ever nigh?

These must be led with gentle hand, Which must not, dare not lead astray; Must be encouraged or restrained While onward toiling day by day.

Oh! if we could but see the end, Methinks our hearts would lighter grow,­
Could see the harvest, golden sheaves,
The harvest of the seed we sow.

A soft step sounds upon the floor,
A hand steals timidly in mine,
Two eyes are raised half doubtfully
Within whose depths the tear drops shine.

"Please, I'm so sorry," lisped a voice,
"I'll never, never do so more;
I couldn't play at all to-day,
My heart, just here, it felt so sore."

I clasped the child in both my arms,
I kissed the dusty, tear-stained cheek.
Was not I paid a hundred fold,
For every trial of the week?

Children hunger perpetually for new ideas. They will learn with pleasure from the lips of people, what would be drudgery to learn from books; and even if they have the misfortune to be deprived of many educational advantages, they will grow up intelligent, if in childhood, they hear daily the conversation of intelligent people. Hence the importance that the teacher be an intelligent person. The child comes home and says, "What do you think your teacher told us to-day?" The daily effort of the teacher should be to render herself fresh and bright, to meet with the young minds that form her class; not to think, "how shall I repress and bottle up all this energy." — N. Y. School Journal.
M E M B E R S H I P IN THE
SP E L L I N G R E F O R M A S S O C I A T I O N.

In answer to frequent inquiries, for reference of members, and to call attention to members given with applications.

Eligibility.—Any person, firm, organization, or periodical sympathetic with our object,—the simplification of English orthography,—may, upon application with required fee, be enrolled as a member, and entitled to all the rights and privileges of the election being subject to ratification at the next meeting of the Executive Board. There are no qualifications of age or residence.

Privileges.—In addition to the ordinary rights of voting on all questions, and attendance at all meetings, public or private, exact from time to time, suggestions for work in his own section, reports of experience in other pieces, and other matter of practical value. In attending meetings or having only the privilege of reduced rates. Members also receive, without charge, and as fast as issued, one copy of each number of the Bulletin of the Association. This contains everything of special interest to friends of the reform, and is essential to all actively interested, as it groups together suggestions and information from all sections of the world. Each issue contains 16 pages, closely printed. Those not members pay $1.00 per year, which is less than cost.

Duties.—There are no required duties, but each member is supposed to feel an added interest in the work that will lead him to do all he can to advance it. We expect any information or suggestion of service to other workers to be sent promptly to the secretaries with similar matter from other sources, and briefly to the official Bulletin. This more active cooperation, this better; but those who sympathize with the object, it is evident, are unable to give any time or actual service, should all the more contribute the influence of their names and their slight annual fee, with such additional pecuniary contributions as they may be able to give.

Expense.—There is no fee for joining, but each member pays each year $1.00 towards expenses. The main dependence for support is on life memberships ($25.00), and on gifts. All who can, without a sacrifice, buy in this society, are encouraged to do so; and to take the membership, which brings from annual assessments. As this interest on the $25.00 is less than the annual fee, some prefers to pay in advance. Such payments are doubly valuable to the Association. It is hoped that receipts from these sources will keep the required assessment very low, the design being to avoid pecuniary objections to membership.

Workers.—Some of our members have become so much interested in the object that they are willing to donate their time to writing the postcard or printing. We wish to make every important point, and printed matter will be sent only to those who specially wish it. A list has been compiled, headed "Workers," and each person on that list will be sent, as fast as issued, one or more copies of each circular, placard, chieft sheet, or other publication intended to be posted in homes, or given to develop interest. Those who request it, members or others, are enrolled as workers, if they agree that all matter sent to them will receive their personal attention, and that it will do them the most good; if a broadsheet, will be posted in a conspicuous place; if a circular, will be given to one likely to read and be interested; or in any case, for work, will be read with attention, heedful if practicable, and at all events will not be wasted.

Matter sent is without charge, and any person, member or not, may be a Worker without paying a cent.

We hope this list of workers will fill up rapidly, and our membership will be very largely represented. Requests should be, in substance, "I wish to be on this list of workers."

P.O. 260, Boston.

MELVIL DEWEY, Secretary.

SP E L L I N G R E F O R M STATIONERY.

A demand for printed letter-heads, P. O. cards, and envelopes has so much exceeded our expectations that special arrangements have been perfected by which first-class work can be done at a price that will ship many to add them to their stationery. P. O. address, and perhaps business card or profession, to all their stationery. All who have large mails, like this Society, for the use of printed stationery to prevent their frequent mistakes and confusion between like names or omission of essential parts of the address. Money is sometimes sent from a P. O. common to several States, with no indication from which, and the name last before the omission is noted. Be this added safety, it is a great advantage, in reading a letter or card understandingly, to see the name and position or occupation of the writer even opening it. It often makes a difference in judging an opinion or inquiry whether the writer is a merchant, teacher, or machinist, and the expense at these low rates is so very slight, less than 10-cents a year, that every letter-writer will, on thinking of this advantage, be willing to incur it. It is much more to the advantage of the reform note printed upon the stationery, if accompanied by some personal address, and more likely to impress the writer, of copy, proof-reading, etc., to get this printed note printed through the country. This low-priced printing is the old reform. It is expected that each person will have some reference note, at least the new letters across the edge, printed at the same time with his address, especially as there is no charge for it. This simple alphabet cannot offend the most fastidious, and helps to call attention to this system, while it is in many cases a convenience to correspondents as a printer's mark. Orders will be filled at these rates unless there is reason for printing at least on boxes and wrappers.

Prices are given to these rates to get regular prices. Terms, case with the order. No discounts. We never pay express or postage. Packing, wrapping, etc., free; cases needed, at cost. 25% on the letter-heads, add 25 per cent. Double or folded sheets, cost double for printing.

Composition. All reform matter is without charge. For other matter getting ready, not over 150 words, 25 cts.; each 10 words, or fraction added, 10 cts.

Printing, 100, 125 cts.; 200, 25 cts.; 500, 50 cts.; 1,000, 80 cts., and larger quantities furnish upon application, stating just what is wanted, quantity, quality, and printing. Make printer's copy so plain that there can be no mistake.

Address, SPELLING REFORM ASSOCIATION, P. O. 260, BOSTON.
Practical Department.

PROPOSED OUTLINE OF COURSE OF STUDY—
CHICAGO PUBLIC SCHOOLS.

NATURAL HISTORY.

First Grade.—Human body; names and uses of visible parts. The five senses and their use.

Second Grade.—Domestic animals; their use and how to treat them.

Third Grade.—Wild animals mentioned in the reader, and others that are frequently seen, naming families to which they belong.

Fourth Grade.—Animals mentioned in text-books, naming families to which they belong. Plants; structure, growth, uses. Talks about common kinds of flowers, fruits, grains, and trees.

Fifth Grade.—Animals as in preceding grade. Minerals; talks about limestone, marble, granite, coal, salt, iron, gold, silver, and tin; their appearance, properties, uses, and origin.

NATURAL PHILOSOPHY.

Text-book to consist of pages added to reader used, containing descriptions of experiments and principles upon which they are based. One experiment a week in one of the following topics; explanation by teacher. The process and explanation to be reproduced by the pupils as a composition.


ANOTHER WAY OF BUSYING THE LITTLE ONES.

By Helen Gilbert.

Among the exercises of the kindergarten, one of those most adapted for use in the primary school is the exercise in form by the use of splints. All properly graded schools now introduce form lessons into the first year's work, and the old question of How shall the little ones be kept busy, during other recitations? is at least partially answered by the use of splints, instead of the old prohibition. The result is as it must be. Nowhere in the East could a principal of a public school, or a county superintendent of public schools, play cards openly in public stores, as I have seen them do in Kansas, and keep his place. You find a "ring" in every county, one man teaches in so and so a grade school until he gets either tired or obnoxious, and another act as County Superintendent during the same time—they change places! The old fogies who came here years ago to practice their profession in schools upon children have not the manliness to hold their positions by keeping their attainments up to the times, and themselves in the front by hard labor and free competition, but must need hedge themselves in behind such a narrow prohibition. The result is as it must be. Nowhere in the East could a principal of a public school, or a county superintendent of public schools, play cards openly in public stores, as I have seen them do in Kansas, keep his place. You find a "ring" in every county, one man teaches in so and so a grade school until he gets either tired or obnoxious, and another act as County Superintendent during the same time—they change places! The County Superintendent becomes principal—the principal County Superintendent, and—play cards as usual.

If one has taught a year in Kansas he can pass a written examination in five hours for an "A" grade certificate. That's owing no doubt to his "experiences," and to the fact that the man examines him at once. Another good thing is, he can get his standing and certificate the day of his examination, and out of his manifest salary of $20 to $30 per month, has to pay $1 for the privilege (?) of being examined and another dollar to attend a "Normal." That's what I'll be able to tell you after I have seen one. If it is like its kin, the "public examinations," it must be worthy of a place in some museum. Where is Barnum?

Aside from salaries, the standard of work and scholarship, generally, in Kansas is very low, and the law keeps it so. Think of a county superinten-
dent who can descend to public card playing—“certifying” to a man’s “good moral character.” With the best rural school houses to be found in any Western State, and a fair supply of apparatus and large attendance, the schools of Kansas ought to be in the front. They are, so far as we can see, not far in the rear. Many counties in several Northern states, can show better work in their “mixed” schools, than the average graded school here. There is brain enough, but it is generally found “lying around loose.” Other occupations absorb the best brains, and leave the man “who have fought in Kansas,” and, who are protected from competition by the law, to squabble over the pinatice dotted out by the school boards, and know “teacher’s salary,” which they were to be ever so gripped, and ask you to promise not to do so any more, wouldn’t you feel very, very sorry, and—“

The antagonism against the public kindergartens in St. Louis seems to be again in the ascendant. A friend of theirs writes to us that the majority of the teachers are opposed to them, because they see in them the direct cause of a fresh movement to retrench their salaries. The reason is a selfish one, it is true, but a natural one. However,” he adds, “many of their former friends complain that in their present form they are a farce. If children are not received before they are six years old, and if the kindergartens are carried on as a sort of pre-primary schools; one is tempted to wish for their abrogation, in the interest of the cause. If they should be abolished, I have no doubt, quite a number of private and charity kindergartens would be organized and well supported; and these could be carried on in a purer form, not being at the mercy of that capricious, many-headed monster,—the school-board of a large city.”

It seems, however, that as yet a majority of the members of the school-board are inclined to believe that there is still hope.

The fall of the public kindergartens at St. Louis would be a national calamity. The Boston school-board had a so-called public kindergarten as an “experiment” which was a failure in its very inception, and which was bound to be abortive in spite of the efficiency of the kindergartner in charge. It has come to an end, and the friends of the cause have reason to be sad. By its fall an impendiment was removed. Elsewhere, efforts to establish public kindergartens failed, but they left the field open and better prepared for new endeavors. Here, however, we have a vast scheme, pure and perfect in its inception, with all the elements of full success, pushed forward with rare singleness of purpose and with unerrinng tact, becoming more and more prosperous from year to year—a scheme that had grown to be the pride of the favored metropolis, the pride and hope of every progressive educator—teacher or parent—throughout our republic. By a disregard of statute concerning school-ages this scheme is forced into half-measures and compromises;—if it fails, all will sustain irreparable loss; the nation will have more to mourn than the unlucky city. —The New Education.

The opinion, so prevalent in many localities, that almost any teacher is sufficiently skillful to do primary work, is a very dangerous sentiment to entertain. My experience, as an observer in the various forums of school work, has long since convinced me that for primary teaching we need more tact, natural adaptation, knowledge of human nature, wisdom in managing, and a heart full of love for the cause, than in any other department of school work. The first impressions of school days, and the incidents connected with them, are very often a habit upon the mind throughout a life time. Very often the germ which after a process of development determines the mental growth of the man was first void by the sunshine from the back of the school life. The converse of this idea is also true, viz.: that many germs of learning have sickened and died out forever, because they lacked the genial warmth of a kind word and the life-giving force of wise counsel and judicious direction.

LEWIS FUNK.

CHICAGO NOTES.

In looking over the teachers' directory in the last report of the Board of Education, we observe that the greater number of principal positions are held by persons not educated in Chicago—we do not say educated outside of Chicago. This may be accounted for by the indolent spirit of the immigrant and the ineffable modesty of the indigenous Chicagoan.

"Magnus est carpet-bagget et prevalentissimum." By the system of records now in use, if a child goes from one room to another in the same school he is a new child, and if he goes to a different school he is two or three new children; but what number he is if he comes back to the room he started from, is one of those things which "no feliah can find out." It is a beautiful device for the manufacture of artificial children. There's million in it.

The answer given to the literary puzzle by "Prism" in the last number of the Weekly is not correct. The following is the correct answer:

With lily pads the oars are trifling,
With eager hands the blossoms' riding,
Each shouts "Away dull care I fling,"
And echo answers, "Fling,"

Those who meditate mischief to the public schools ought to take warning from the political fate of two or three parties who tried to pose as reformers at the expense of the schools. A member of the "reform" council which cut down the salaries of teachers 25 per cent has had his reputation so damaged in the "list" that he had to apply for a cost of legislative piaster. It may be a question whether his reputation has been improved by the experiment. At the recent charter election every alderman who tried to win a brief notoriety by throwing halls furnished by small demagogues at the high schools had his brief career brought to an inglorious end. From one other we expected better things, and "when every tongue his falsehood named we fled the unwelcome story," but in an evil hour he was seduced by the caesary and now there is no teacher so poor as to do him reverence.

"Gone to us! dead to us! we whom we worshiped, low lies the altar we were made to honor; Madly his own hand hath blasted and laid it low; Madly his own breath hath blasted his fame."

The plan was introduced into the Chicago schools at the beginning of this school year with a great flourish of trumpets; but, as a substitute for the City Normal, it has been a dismal failure. No more cadetting. By all means let the Normal be re-opened.

The schedule of salaries recommended to the Board of Education at its last meeting is a curiosity, yet its fathers claim for it the merits of simplicity and fairness. It is so simple (?) that it is difficult to describe it. The salaries of principals of primary schools are based on the number of pupils, and those of the principals of the grammar schools on the number and grade of pupils, with a provided at the end to avoid a ridiculous state of affairs in relation to two or three of the best principals of the schools. The number of pupils in a school would not be a very bad classification of salaries perhaps, if the best teachers were in charge of the largest schools, or if the same basis were adopted throughout the entire system up to and including the high school.

"This is the way a Louisville teacher illustrated the subject: "Teacher—"Jimmy, if you were so wicked as to steal your mother's preserves, and she were to find it out, and were to be ever so grieved, and ask you to promise not to do so any more, wouldn't you feel very, very sorry, and—" Jimmy—"No, 'm!' Teacher—"You wouldn't?" Jimmy—"I'd feel powerful glad, I tell yer!' Teacher—"Jimmy! James Storms!" Jimmy—"Cause why? she didn't wlop like she allus does—that's why."—Louisville Courier-Journal."
Educational Intelligence.

THE STATES.

MICHIGAN.—Elmer D. North, for the past four years principal of the Dansville school, has been elected principal of the schools at Mason for next year.

Hereafter at the State University Monday of commencement week is to be known as University Field Day, and a tournament consisting of all sorts of athletic sports will be in the order of proceedings.

It is expected that Gen. W. T. Sherman will participate in the commencement exercises of the Michigan Military Academy about the middle of June. The state teachers' institute is to be held at Petoskey during the week beginning May 26. Prof. R. W. Putnam, Ypsilanti, conductor, C. L. Barber, Petoskey, local committee.

State Superintendent C. A. Gower has been invited to open the discussion upon "Supervision of Schools" at the next meeting of the National Educational Association in Philadelphia.

There are 62 students in the senior class of the literary department of the University this year.

The state teachers' institute at Jonesville May 5 to 9 is reported to have been a successful one.

The Howell schools have enrolled this year 525 different pupils. Number belonging May 2, 391.

The following joint resolution has passed both houses of the state legislature and received the approval of the Governor:

Joint resolution authorizing the Governor to cause an annual inspection of the Michigan Military Academy to be made by the inspector of the institution, and to appoint its graduates as brevet second lieutenants in the state militia.

WHEREAS, The General Government has recognized the Michigan Military Academy at Orchard Lake, by detailing an officer of the regular army as one of its professors, and by supplying it with a full equipment of arms, ammunition, and camp equipage;

AND WHEREAS, The history of military science and tactics by the young men of this state will materially aid the instruction and efficiency of its militia; therefore,

Resolved, That the graduates of this academy shall be eligible to appointment as brevet second lieutenants in the state troops, and may be commissioned and assigned to companies at the discretion of the Governor, upon the recommendation of the inspector, officers, not to exceed one to each company; and further, the Governor is authorized to appoint and commission the superintendent as colonel, and the military professor, quartermaster, and surgeon, each as majors in the state troops.

Michigan University has enrolled the present year the following number of students who had previously completed courses of study, viz: 1,181 men, 1,180 women, 418, 236, 27 medics, 50 law, a total of 91 post-graduate students, some of whom received their degrees from such institutions as Yale, Harvard, Amherst, Dartmouth, Cornell, Columbia, Rochester College of New Jersey, University of Virginia, Kentucky, Oberlin, and one comes from a college in England, while another obtained his B. S. in Germany. Add to this that in the law department were 39 persons who had previously been admitted to the bar, and among the titles of students was Ph. D., the highest degree ever given for scholarship, and that the calendar shows a grand aggregate attendance of 1,372, representing not only all parts of the United States and Canada, but Mexico, Porto Rico, Burmah, Australia, England, and Prussia, and it reflects great credit upon our University.—Exchanges.

ILLINOIS.—The report of Supt. Charles L. Howard, of Centralia, shows a total enrollment for the year of 892. The attendance and punctuality have not been high, for various reasons, and Supt. Howard comments sharply on the fact in his report, which is an interesting and readable document. At the last meeting of the board of education a resolution of thanks was adopted for the efficient manner in which the work of supervision had been performed, and a certificate was presented Mr. Howard by the board signed by the president and the secretary. This action was wholly voluntary on the part of the board and was received with surprise by Mr. Howard, who expected nothing of the kind.

The pupils and the teachers of the Seventh Grade room in East Davenport deserve the compliment of public notice in this column. This room, for the month of April, was perfect in punctuality, and came within four half days of being perfect in attendance. The Second and Third Grade rooms, Southtown, had the next highest average, 99.15, which is also remarkably high. In the Seventh Grade there are enrolled—boys, 12, girls, 17; average daily attendance, 259. The attendance of the boys was perfect. The girls missed four half days. This school has had the highest average for six months of the current school year, and for the last four months in succession. A framed "card of honor" is given to the room, which reads, "This school ranks No. 1 in punctuality and attendance." Does not this school rank No. 1 in the state as respects these items? It must be so conceded until some other school presents a better record. The per cent of attendance is based hereon the monthly enrollment, and not upon the number belonging, as used to be the case.

DOUGLAS COUNTY.—The interest in school matters has been increasing during the past year in Douglas. A series of monthly institutes has been held alternately at Camargo and Newman. The first was held in September, the last, being the eighth, in April. These have been well attended, and much good is the result. Aside from special exercises at each meeting regular academic work by regular teachers in several branches has been a part of the plan throughout. This academic work was on the plan of the work proposed at the Normal at Champaign last year. It is a good plan as it enables teachers to teach and advance. T. C. Clendenen, president, Josie Carson, secretary. The Camargo schools have built up wonderfully. F. A. Starr has charge last year, and will remain next. Miss Hattie Barber and Josie Carson (Normals) assisted and did much to aid Mr. Starr. D. S. Butcherbaugh taught an excellent country school a few miles north of Camargo. Prof. E. J. Hornsleh thinks of leaving Tuscola, and accepting a standing offer of the Board at Augusta, Hancock county. Owing to reduction of salary, Prof. Allen Watkins will not remain at Aroza. A petition of teachers and leading taxpayers failed to cause the county superintendents to increase the Superintendent of Schools' salary sufficient to allow him to visit schools. J. W. King, our superintendent, would like to visit the schools, and further the cause in that way, but we have an economical board. There are but few of the teachers in the county taking the Educational Weekly and it is just the paper we should read. One of the county papers has had an educational column, but that no more supplies the place of the Weekly, than a joint of stovepipe the place of a stove. At our proposed institute we will try to get a good subscribe for the Illinois teachers' weekly visitor—Educational Weekly.

The public schools of Mount Vernon closed May 7 for the summer vacation. Mr. Fralock, the principal, has been engaged for another year. As an evening entertainment the entire school presented the fairy opera of "Laila," under the supervision of Mrs. Emma L. Beltz, the daughter of Principal Fralock. It was a magnificent success.

The Marshall Republican, speaking of the reflection of W. W. Speer to the office of Superintendent of Schools, says: "He is undoubtedly one of the very best superintendents in Iowa, and by his careful, considerate, impartial and correct discharge of the duties of the position has well earned the success without opposition."

Supt. Rogers of the Marshalltown public schools has recommended that the entire corps of teachers of that city be retained for the coming year.

The Iowa Agricultural College school of cookery is progressing finely. For a certainty Iowa takes the lead in educating young women to be useful and capable.
The commencement exercises of Iowa College, at Grinnell, will be held in the elegant new stone church just completed at this place.

Dr. Peck, Dean of the University Medical Faculty, has gone to Atlantic as a representative to the National Convention of Medical Colleges.

Mr. J. K. Sweeney, the gentlemanly and efficient superintendent of the East Waterloo public schools, has been reflected.

Ainsworth is to have a new schoolhouse.

The first intercollegiate contest at Iowa City last week was a most complete and gratifying success. Five states were ably represented and an immense audience was more than delighted. Mr. R. M. La Follette, of the State University of Wisconsin, won the gold medal, and Mr. J. A. Barber, of Oberlin College, Ohio, carried the second prize to the Buckeye state. The audience awarded the second prize to Miss Ida Miller, of Springfield, Mo., but the Judges, Gen. W. H. Gibson, of Ohio, Prof. W. T. Harris, of St. Louis, and Hon. C. W. Shagge, of Iowa, thought differently. Mr. La Follette’s subject was “Lago,” which he handled in a masterly manner and was without doubt the orator of the occasion.

The following officers of the Inter-State Association were elected for the coming year: President—C. E. Morse, Oberlin College, Ohio; Vice-President—Miss Ida Miller, Springfield, Missouri; Secretary and Treasurer—J. M. Dodson, Madison, Wisconsin.

Under the able and successful management of Prof. J. B. Young, city superintendent, the Davenport schools are in a fine condition; according to his last report the number studying German is 2,487; average attendance, 3,450; average belonging, 3,669. The average attendance is 75 per cent of the corresponding month of last year.

Ohio.—The Hamilton county teachers’ association held its last session for the present school year last Saturday. “Teaching as a Stepping-Stone;” with the same remarks made by Mr. Florian Ganci, an ex-teacher of prominence in the county, who has stepped into the law. He contended that the number of professional men who teach while preparing for other vocations were among the most energetic and successful, and as Congressmen, judges, and other officials, have a special regard for the interest and welfare of the schools. He was loudly applauded. Supt. Peaslee, of the Cincinnati schools, inveighed against “dime novels;” said that in all our schools arithmetic is made too prominent, and should give way to the study of literature to some extent; less elocution and more reading; more history, declamation, and composition; and less concern about the per cent obtained on examination. Good teachers get good per cents, but the best teachers do not necessarily get the highest per cents. Written examinations and the percentage system are about four-fifths passed in the upper grades, there may be cause for a cause for surprise. Mr. Peaslee’s remarks were very warmly received, as expressive of the views of most of those present.

Wisconsin.—The first public school teacher of this state is Edward West, Esq., of Appleton, who is sixty years of age, and ably managing large business interests yet. Teaching will never be the profession we hope to make it, or even a reliable occupation, till more of us learn how to grow old and comfortably well off without fossilizing or going into trade.

It is believed the average time of service of the public school teachers of this state will not reach beyond sixteen months. An experienced superintendent not long since found out that of the 120 teachers employed in his county, 100 of them had only taught an average of ten months.

Rev. E. D. Huntly, presiding elder of the Madison District, seems to be the coming man for the Presidency of Lawrence University at Appleton, at least the papers would indicate as much. We have no idea whether or not he wants the place, but we must say that it would seem very much like harnessing a cross between Pegasus and Bucephalus to an omnibus. The treadmill life of a college president would be worse than a straight-jacket to a genius like Huntly, and if he takes the place it will be because he knows himself a great deal better, or a great deal less than any of his friends.

Miss L. L. Lunt lives two and three-quarters miles from the schoolhouse in Eau Claire. During twenty-six weeks, she has been absent only three days and tardy once, and during the time has walked about 700 miles. Prof. A. T. Hutton must keep up a wonderful degree of interest to attract a pupil that distance through storm and frost day after day till she tramped out such a long weary journey as that; but then he is a man who has such opinions as this which is in his last report:

We accept in good faith the “Please excuse absence,” sent us by parents. Why a child is kept from school by his parents is not our business. The “exuse” certifies to us that the child was kept out by the parents. That is all we have a right to require.

The Inter-Collegiate Convention recently held its annual contest in Beloit, The State University, Lawrence University, and Beloit College were all the institutions represented. Mr. L. A. Follette, of the State University, was the winner. We have read his critique on Iago, and if his delivery was at all in keeping with his matter his competitors were certainly distanced. We have not compared his work with the analysis of the same character by Shakespearean critics, and so are not sure of his entire originality, but if he is not open to objection in that direction, his paper is a marvel of criticism and doubly so as coming from an under graduate.

Racine College is left in good shape,—$48,000, in cash and buildings and grounds with $150,000 free of debt. But that is not all, his friends are raising an endowment fund of $120,000, and that will put the institution securely on the road for a long journey.

The law says that Saturdays shall not be counted in making up a teacher’s time and the State Superintendent says that even if the Board is willing the teacher cannot make up lost time by teaching Saturdays. How the boys and girls will rejoice when they find out that the state has declared that no one shall have power to take away their regular weekly holiday.

The Bay View school is being greatly improved inside and out by the efforts of the teachers and scholars. Beautiful pictures on the walls and beautiful trees in the yard will doubtless conspire to develop beauty in the lives of all in any way connected with the school. It seems as though the good days were coming in the history of public school work.

Indiana.—The teachers in and about South Bend are discussing the blessings and the evils of “boarding round.” Miss Hattie Potter recently read an interesting paper on the subject before the Warren township teachers’ institute; and the county board of education, at their last semi-annual meeting, unanimously voted to abolish the custom, and pay teachers wages sufficient to justify them in boarding where they may choose. This board also voted to levy a tax in each township, which, added to the public school money, would be sufficient to run the schools from eight to nine months, and the schools to open in September or October.

Mississippi.—The Meridian Mercury has this to say of the free school system: “The public school system is a Yankee importation, forced into our system, as other novel inventions of reconstruction, to afflict Southern men and women. These Southern States owe it to itself to abolish these systems with a ruthless hand, and put the negro upon defraying the expenses of his own education.” This may be the peculiar Southern view of the case, but we cannot believe that so mediaval a sentiment prevails generally among intelligent people in the South.

Minnesota.—No reduction of salaries in public schools of Northfield for next year. Teachers have been reflected.

May 7, thirty-eight students received diplomas of graduation from the Normal School at Winona. An address was given to the graduating class by Principal Moore, also by Hon. Duane Doty, of Chicago, Governor Pillsbury, and State Supt. D. Burt.

Pennsylvania.—The School Journal for May contains two articles from the Weekly. One is contributed to the Practical Teacher and the other appears as a contribution.

The Educational Voice, published at Pittsburgh, says that there is more excitement at present among the good people of that city on the subject of public schools than at any previous time since the public schools were established. There is a cry of economy, and the public schools of course are the first to be attacked.

New England.—Out of eighteen teachers engaged for the district schools in Hampshire county, Mass., all are women except one. Two members of the Petersham, Mass., school board resigned recently because the town voted such small appropriations for the schools.

Dr. B. J. Jefferies has applied the color-blind test to 14,724 Boston public school children, and finds that of 9,303 boys 361 or 3.88 per cent were affected, while, of 5,429 girls the per cent was .036 only two being so troubled.

There are seventy-four female members of school committees in Massachusetts; they are said to be efficient in their work.

Alabama.—Another educational journal comes to us from “South of the Ohio river.” The Normal Reporter, published at Marion, Alabama.
The Educational Weekly. [Number 116]

LITERARY AND MISCELLANEOUS ITEMS.

—Dr. C. W. Leffingwell, well known to readers of the WEEKLY, has purchased The Living Church, of Chicago, and has become sole owner and editor. The prosperous state of that vigorous young weekly is thus materially brightened. The office of The Living Church is in Ashland Block; our friends may be sure of a double welcome when they call.

—Mr. W. F. Schneider, of Cleveland, Ohio, has succeeded in publishing a series of novel blackboard helps for Sunday schools, which are not only cheap, but also really a success in that direction. They are designed to illustrate the lessons of the International Series, and may be had for three dollars a year. All teachers and superintendents of Sabbath schools know the value of a blackboard illustration. It is something indispensable to perfect success in teaching. This new design is well executed, and not "over-done." It is simple, plain, and helpful.

—The University of Notre Dame, Ind., was totally destroyed by fire, April 23. The loss is about $200,000, insured for $50,000. It will be at once rebuilt.

—Tanataro Mogata, a Japanese student in Boston University, delivered the closing lecture before the Middlesex County Teachers' Association, at Watertown, Mass., recently, on Japanese education.

—Emma E. Brown furnishes the May Wide Awake with a very readable and suggestive article entitled "Boston Whittington Schools." It is fully illustrated. It is scarcely necessary to remind our readers of the uniform excellence of this juvenile magazine. The May number is one of the richest periodicals ever published for young folks. No intelligent person will make a mistake by sending two dollars to D. Lothrop & Co., Boston, for one year's subscription.

—The new edition of Webster's Unabridged Dictionary has at last been announced by the publishers, Messrs. G. & C. Merriam, Springfield, Mass. A supplement has been added containing over 4,500 new words and meanings, and a new Biographical Dictionary of 9,700 names, ancient and modern (including many now living), giving the name, pronunciation, nationality, profession, and date of each. Now we all want the new edition. What shall we do with our old one?

—Blue Earth County, Minn., has fifteen truss and arch bridges, four of wood and eleven of iron, ranging in cost from $770 to $831, the total being $157,109. An $8,000 iron bridge has just been completed at Rapidan.

—Chinamen wear five buttons only on their coats, that they may keep in sight something to remind them of the five principal moral virtues which Confucius recommended. These are Jeu, humanity; Y, justice; Y' order; L'he, prudence; and Tsia, rectitude.

—The "Chicago Home for the Friendless," an institution that extends relief and gives a temporary shelter to hundreds of worthy, indigent women and children, has no employed solicitor, but is largely dependent upon the Home Visitor, a paper designed to be the organ of the "Home," naming its needs, acknowledging donations, and giving inside views of the immense work done there; the charitably inclined would greatly assist the worthy cause, and at the same time get value received, by sending their address, with sixty cents (the subscription price), to the editor, at 911 Wabash Ave., Chicago, and thereby secure the paper.

—Method of Storing in Social Science is the subject of an essay written by Supt. Wm. T. Harris, of St. Louis, and first published in The Western, but now issued in pamphlet form. It was originally delivered as a lecture before the St. Louis Social Science Association, March 4, 1879. G. L. Jones & Co., St. Louis, publishers.

—A surprising announcement has been made that Supt. Henry Kiddle, for many years past superintendent of schools in New York City, has published a book in which he claims to present a revelation of the future life. The book is entitled "Spiritual Communications," and the author declares that he has simply arranged the communications which came to him from the spirit world through the alleged mediumistic power of his daughter and son. There are in the book communications from Shakespeare, Bacon, Queen Elizabeth, Sir Isaac Newton, Mozart, Christopher Columbus, George Washington, Benjamin Franklin, Napoleon, William Cullen Bryant, Byron, Martin Luther, Pio Nino, St. Peter, St. Paul, and a host of others, including Bass Tweed.

—About 4,000 copies of the "Lady of the Aroostook" have been sold, and the popularity of this most capital story seems only just beginning. It is without doubt the best of Mr. Howell's writings.

—The publication of the new and sumptuous edition of Macaulay's "England's Ruins," is announced by the Harper's, an interesting statement of the extraordinary sale of that work when it was brought out in this country thirty years ago. The first two volumes were issued here in the winter of 1848-'49. In London, where they were issued as large and expensive books, 13,000 copies had been sold in less than three months, while large English editions were at this same time disposed of in France and Germany. But in this country the sale was unprecedented. As early as April, 1849, there were six editions in the market, and probably over 60,000 copies had been disposed of. The Harpers predicted in a letter to Macaulay that in three months' time the sale would amount to 200,000 copies. Seven years later, Edward E. Loring, wrote to the historian on information derived from "booksellers of the best authority" that "no book ever had such a sale in the United States, except the Bible and one or two school-books of universal use." Besides numerous English editions on the Continent there have been six translations of the work into German, and it has been published in the Polish, Danish, Swedish, Italian, French, Dutch, Spanish, Hungarian, Russian, Bohemian, and Persian languages.

—A new serial story by Juan Inaglow began in the number of Little's Living Age for the week ending April 26. It is published from the author's advance sheets, and opens in a very interesting way. The progress of a new story by this popular writer will be eagerly watched.

THE ILLINOIS NORMAL SCHOOLS.

The following letter was published in the Springfield State Register, April 9, 1879, and is worthy of being read by every tax-paying citizen of Illinois. We are glad to give it the benefit of publication in these columns.

Editor State Register: Last Friday, during the debate upon the bill to abolish the normal universities at Normal and Carbondale, a democratic member of the house, justly entitled to respect by reason of his ability, made a statement that the state had expended in support of the State Normal University at Normal, since its establishment twenty-two years ago, the sum of $502,241.80. His statement may mislead many persons who will place confidence in his usual accuracy. It is incorrect, except in the sense that a guardian expended money of his ward in support of his ward, as a brief presentation of facts will show.

By the terms of the third and fourth paragraphs of section six of the act of congress of April 18, 1818, "enabling the state of Illinois to form a state university," an educational fund was provided for, and placed as a trust fund in the custody of the then proposed state of Illinois, to be bestowed exclusively upon a college or university, and for the sole use of a seminary of learning, and it was a continuously increasing fund, at least up to the year 1860.

Prior to the year 1835, so much of the above educational fund as had accumulated was kept on deposit in the branch Bank of the United States, at St. Louis. On the 6th of February, 1835, the legislature of Illinois passed an act that this fund should be taken by the state treasurer, "and applied to demands against the state treasury in the same manner as money derived from the ordinary sources of revenue, and the same act provided "that the state shall be chargeable with the interest, at the rate of six per cent per annum, the interest to be added to the principal annually." In plain words, the state of Illinois, being out of money with which to pay its ordinary expenses, converted that educational fund to its own use, and agreed to pay compound interest upon it. The interest upon that fund was never bestowed upon a college university or seminary of learning until 1857; and until that date the sovereign state of Illinois was exercising its power without right, in withholding the use of the fund from the beneficiary intended and designated by the federal government, which was the donor.

In addition to the act of the legislature above quoted, the general obligation of law, as declared by our supreme court, upon the trustee of a trust fund, where the same has been converted to his own use by the trustee, compels him to pay compound interest; and the very fact of the sovereignty of the state (within the scope of its powers) should oblige obedience to the letter and spirit of the laws of its own creation. There are moral obligations innumerable upon states as upon individuals. Applying the plain mandate of the above cited act, and the rule enforced by the courts against all trustees who convert trust funds to their own use, it will be found that this educational fund amounted in 1857 to a little more than half a million of dollars. All other school funds are readily loaned at ten per cent, and administrators who hold money of an intestate estate more than two and a half years, are required to
pay ten per cent upon the money so withheld. Is there any reason in law or morals why the state of Illinois should not pay ten per cent per annum upon this educational fund? And if the trustee of this educational fund were only required to act in conformity with the laws that it has itself made to govern other trustees, the annual income from this fund would more than pay all the expense of both the State Normal Schools of Illinois.

So it will be seen that the statement made by the honorable member last Friday is only true in the sense that the state has been liquidating its honest debts—paying the interest justly due upon this educational fund granted by the United States to the use of a university and seminary.

The foregoing summary of facts does not affect the question of the policy of maintaining normal schools with the income of this educational fund. But until some other university is endowed with this fund, its annual appropriation under the endowment acts of 1857 and 1869 would seem to be only what common honesty would dictate. It may be best to give it to Ewing College, in Franklin county, and to Eureka College, in Woodford county. An increase of educational facilities in these two democratic counties is not suggested upon the supposition that it is needed there; for it will not be disputed that, as between the two great political parties, the democratic party is the better representative of the intelligence of the whole country; and it should be the champion of education everywhere. A contrary impression, with great untruth, and injustice, is sought to be made in certain localities. But the first strictly free school law in this state was enacted by a democratic legislature. The State Normal University was created by a democratic legislature; and the only legislatures since its creation that have been entirely under control of the democratic party, unanimously endorsed the action of the legislature of 1857, by leaving undisturbed the endowment of the State Normal University, and continuing the appropriation for its maintenance. The democratic party will not now assume the burden of reversing its action in creating the State Normal University twenty-two years ago. It has too many other matters to attend to. Moreover the political father of the democratic party was Thomas Jefferson, the apostle alike of democracy and education, and its great mission is to secure the right ordering of our complex system of government according to the Jeffersonian theory; one of the necessary elements in his theory being the education of the whole people. The dangers to arise from a consolidated government and the destruction of the autonomy of the states will diminish as the people are educated and enlightened. Hence the democratic party is only logical when it fosters and encourages every help to education.

It is not intended here to discuss the benefits to arise from normal schools. These benefits are susceptible of proof, like any other results, by actual observation and by the opinion of experts. Whoever is willing to examine the subject candidly, will find that the beneficial results of the special training of normal schools are proven by a very great preponderance of the evidence. A DEMOCRAT.

SPRINGFIELD, ILL., April 8, 1879.

EDUCATION IN FRANCE.—A Frenchman writes to the Chicago Tribune a letter which contains the following exposition of the public school system in that country:

"The law provides that incorporated village, town, or city-ward, of a population not less than 500, should have or own a school-house within its limits. All school-teachers must be graduates of a normal school; and each of those villages, town, or wards is to have one or more teachers, according to population. Each county or canton is to have a superintendent, who has the power to appoint or discharge any teacher in his canton; and he is required to make an examination of each school monthly. The terms of school are to be eleven months each year. The teachers receive a direct salary from the Government, not to be less than 400 francs per annum. The parents of the pupils are taxed one cent a month for each scholar; but a provision is made in case the parents should be poor and not able to pay this tax—by making application to the Mayor, they obtain a certificate of indigency, and that frees them from this tax, but their children have the same rights and must attend school the same as any other. This school tax goes to the Government, like any other Government tax. There is not a house in France but belongs to a village or town corporation. Each corporation has a Mayor, a Vice-Mayor, and twelve members of the Common Council, which are elected every three years by universal suffrage within their respective limits. The school-teacher generally occupies the office of Secretary of the Council, and for this he receives an additional sum of about 100 francs. He is required to attend the singing department on the Sabbath, and for this he receives about 100 francs more. After a close examination, I cannot see much room for a great deal of improvement. There might be a little about the tax; but, according to my views, I think it is just that, if a man has four or five children, he should pay something for their education,—that is, if he is able, as provided by law."

Supt. Samuel Elliot, in his report to the Boston Board of Education, makes the following suggestions with a view to avoiding overpressure of work on the part of both teachers and pupils: 1. The dropping of many studies hitherto required in our schools. 2. The enlargement of the teacher's freedom by a partial release from the bondage of text-books. 3. The teaching of spelling, writing, reading, geography, and history, by natural rather than artificial methods. 4. The reduction of written and oral examinations to a minimum of work for the sake of examiners and examined. 5. A change in the character of the questions, based on the purpose for which examinations are established. 6. The proper principle of promotion should be made a healthy and natural stimulus to mental growth. The dull pupils should not be 'oo rapidly advanced, nor the active kept back when prepared to advance. 7. The exclusion of industrial education from our public school education, on grounds of public policy and economy. 8. The reduction of school expenses by providing free text-books only in extreme cases.

PAMPHLETS RECEIVED.


"Department of the Public Schools, City and County of San Francisco." Twenty-fifth Annual Report of the Superintendent of Public Schools, for the school year ending June 30, 1878. A. L. Mann, Superintendent of Common Schools.


Here are some good words for the least appreciated class of teachers in the state of Wisconsin.

Some new wrinkle has been added to our educational scheme, whereby principals of high schools are required to have a certificate peculiar to themselves, as we are informed. There are grounds of reason for this. These principals occupy the most important place in the school system, except the President of the University. The interests in their charge are more varied as well as greater than anywhere else in the State. Again, a broader education is required of them than of any other persons in the profession, with the same exception as before. A professor in the University teaches one subject only, mathematics, or language, or history; but the principal of a high school must be equally educated on all sides, full of all subjects, a cyclopedia. He must be able to turn from mathematics to classics, history, literature, natural science, anything, and be equally ready in all. Let them have a special certificate, and let it be worthy to express that they are the best educated body of men in the state.—Baraboo Repub.

PREMIUMS FOR NEW SUBSCRIBERS.

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

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Per line, agate measure, 10 cents each insertion. When a special insertion is made, 15 cents a line. Special Notices in Publishers' Department, 25 cents a line. Address all communications to S. R. WINCHELL & CO., Publishers, 81 Ashland Block, cor. Clark and Randolph Sts., Chicago, Ill.

—Read the new advertisements this week. Some are small, but advertisers consider it profitable to get even a line or two in the WEEKLY. Our readers can help make it so.

—We have made special inquiries concerning the parties whose responsibility was referred to in this department in previous weeks ago, and are satisfied that they are "all right." If any subscriber is unjustly dealt with by parties who advertise in the WEEKLY, we ask as a special favor that we may be informed of the facts, which will be held in confidence, and we will do our best to bring the parties to justice.

—We shall be pleased to receive word from our friends and agents throughout the country, as to the prospects for our proposed new monthly editions. How many subscribers may we expect from your counties? For next Christmas, how many specimen copies of our June issue shall we send you? Send us a list of your teachers' names and we will mail the first copy directly to them.

—Prof. Cohn, director of the Western Normal Schools of Languages, arrived with his family in Chicago on Monday, May 5. He delivered an address and gave experimental lessons on the "Natural Method" in Evanston and this city which were well received. He will direct four summer schools this year, viz.: at Omaha, Grinnell, Evanston, and Des Moines. Mme. Leonine Cohn and Mlle. Marie Chateilen will conduct the French classes in the various schools. Both ladies are natives of France. Of Mme. Cohn, Dr. Saiveur writes: "... B. C. has taught for some time, according to our system of teaching. Recently, during the vacation of the current year (1897), she instructed, under my direction, classes in the Normal School at Amherst. Her success there was very great, and I have been a witness of the true talent which she shows in the instruction of her maternal tongue. I know no one in this country more capable to succeed me in the work which I have done in Boston during five years, than Mme. Cohn. Therefore, I consider it as both a duty and a pleasure to recommend her very highly to all those who desire to make of our language a profound and serious study. The editor of the Boston Commercial Bulletin, Mr. DeGol, one of her pupils, says: "As a teacher of French, Mme. Cohn is particularly gifted. A lad of brilliant mind and inventive powers, with a mobile face and dramatic genius in illustration, she wins the most timid mind into activity, and delights the earnest student." For circulars and particulars concerning Prof. Cohn's summer schools write the secretaries, Dr. J. James, Ph. D., Evanston, Ill., or Mr. W. R. Reed, Grinnell, Iowa. Prof. Cohn's address will be during six weeks, Omaha, Neb.; on and after July 8, Grinnell, Iowa; and on and after Aug. 18, Evanston, Ill.

A "Tidal Wave" of Popular Favor

England has doubled. The May issue (95,000) contains thirty-three articles and departments, among them an account of "The New Museum in Rome," Wilhelmi and Reményi, A Day on the New York Docks, the first part of Adeline Traf- ton's story, a capital installment of "Haworth's," etc., with the first of "The Brazil Papers," which have been so long in preparation. In order to give new subscribers the opening chapters of Mrs. Burnett's Great Novel, "Haworth's," the publishers offer, or any dealer will supply, the bound Volume XVII in the new and elegant olive-green embossed covers (instead of the unbound numbers) for the past six months, without charge; that is, for $2.50 will be sent Volume XVII, bound, and a six months' subscription (May 79 to October 79 inclusive), with four frontispiece portraits of Longfellow, Emerson, Holmes, and Whittier.

Scribner & Co., 743 Broadway, N.Y.

The third annual Detroit Evening News excursion to the White Mountains will leave Detroit July 7th. The round trip, of over 2,000 miles (which will include Quebec and the seashore), will cost but $25. Tickets good for forty days. Full particulars may be obtained by sending stamp to W. H. Brearley, office of the Detroit Evening News.

Consumption Cured.

An old physician, retired from practice, having placed in his hands by an East India missionary formula of a simple vegetable remedy for the speedy and permanent cure for consumption, Bronchitis, Asthma, and all throat and lung affections, also a positive and radical cure for nervous debility at all normal complaints, with the consent of those suffering from the same, has established a factory in thousands of cases, has felt in his duty to make public his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge to all who desire it, this recipe, with full directions for preparing and using, in German, French, or English. Send by mail by addressing, stamp with naming this paper, W. W. Shearin, 149 Powers' Block, Rochester, N.Y.

BUCKEYE BELL FOUNDRY.

Superior Bells of Copper and Tin, mounted with the best Brass Hinges, for Churches, Schools, Universities, Colleges, Public Schools, etc., made in all sizes, from No. 1 to No. 20. Also, Superior extinguishers, Fire extinguishing appliances, etc., made of the best materials and workmanship. Samples of the largest size will be sent on request. Offices and Foundry at Cincinnati, Ohio. H. H. HILL, 1050 Harrison St., CHICAGO, ILL.

The Educational Weekly.

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ENGRAVINGS.


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GOLD FILLING THE FINEST.

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General Managers for the West, call attention to the above cut, representing.

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Also to their large stock of DECKER BROS., MATHUSHEK & PEASE PIANOS, for sale at low prices and on favorable terms.

STORY & CAMP,

188 and 190 State Street, CHICAGO.

ST. LOUIS.

Summer School of Lake Forest University.

The Session of 1879 will Open July 7th.

COURSES OF INSTRUCTION.

For circular address

LA ROY F. GRIMM, President of Natural Science.

J. ADOLPH SCHMIDTZ, Prot. Modern Languages, Lake Forest, Ill.

TELEPHONES.

Our New Improved Phone.. $1.00.

200,000 TELEPHONES ASKED IN THE UNITED STATES. The finest in the world, and the only completely satisfactory instrument; with speaking-tube attachment, and mechanism on scientific principles, warranted to work one mile, troubleless, and in perfect condition the winter. We will send to any one address one complete set.

Special Offer—$100 in gold-powdered telephone, two walnut holders, six copper bound insulators, and carved box $25.50. 25 per cent. discount from regular rate. All reduced fifteen per cent. Payable when instrument is delivered, but can be returned if found unsatisfactory. 10 per cent. discount to any newspaper or magazine which shall use or advertise this instrument. All others will be sold for $100, guaranteed by us. Send for our circular. Ask any CONSUMING AGENT, and you will find we are good for all we agree to. Terms 20. Sent this paper when you write. Kent, Woodman & Co., 25 Congress St., Boston, Mass.