Editorial.

There is such a thing as "frightful good order." Every device is used to check nature and to curb the independence of boys in large graded schools. If a teacher should by accident or design cause pupils to laugh, it is heresy. Now we don't believe in this kind of good order. We like to see children act naturally. It is well physically, mentally, and morally, that pupils should laugh. If matters are put to them in such a way as to make them laugh, it shows that they are interested. Children are keen, too, and will not laugh at such pedagogical brouhaha as puns or stale jokes. Of course, as in everything else, laughing may be carried to excess. But an occasional laugh acts on the mental atmosphere of the school-room as electricity on the air, it dissipates dullness, and rouses the sleepy and the idle.

It is a mistake to suppose that the elementary branches are not interesting to children. Children like to do what they can do well, what they understand, or are on the road to understanding. The fact of his having progressed so far in his text-book is a source of satisfaction to the child, whereas instruction vaguely presented and imperfectly understood renders the student restless and discontented. What interests a child most is to feel that he knows for sure, and to this end he should not be advanced to another stage until he is sure of his footing in the present one. Hence drill upon each new principle when in hand is preferable to the practice of "turning the book," again and again. Nor should the work presented in the text be considered sufficient. The examples in any arithmetic, for instance, should be but the text for a whole sermon of additional problems original and selected.

The preliminary announcement of a program for the meeting of the National Educational Association, published elsewhere in this issue, promises a series of unusually interesting papers and discussions. Dr. Hancock, the President of the Association, and an honored and influential member of long standing, knows well how to harness in the forces. The indications are not only that this meeting will be very largely attended, but also that it will result in determining some very important educational questions now under discussion. As there was no meeting of this body last year, its members will come together doubly charged with the fire of enthusiasm, and doubly eager to express and listen to convictions reached by long experience and study. The men who inspire the proceedings of this great body of educators are all earnest workers, and do not get together to play, puff, or be puffed. They are laboring for a purpose, and their discussions are usually marked by a pointedness and progressiveness characteristic of the true educator. It is always possible to point to results after their meetings, and the cause of popular education is always materially benefited by them. It is one of the most profitable investments which a young teacher can make, to purchase the published volume of their proceedings. Copies may be had by addressing the secretary.

The new generation seems to be mentally affected if we are to judge of them from the essays, addresses, salutations, and valedictory orations which are given to the world in the latter part of every June from the platforms of our thousand and one universities, colleges, and academies. It seems never to occur to those young ladies and gentlemen to discuss or treat of any subject within the comprehension of their audiences, if within their own. The higher aesthetics, the transcendental philosophy of Kant and Comte, the queer sociology of Spencer, the original sayings of Beecher, the picturesque and kaleidoscopic religion of Swing and Talmage, and the incomprehensible wisdom of the Sage of Concord supply the bits and scraps of wisdom which by some strange process they jumble together in an unintelligible whole. The young ladies in some cases resort to the advanced ideas of Susan B. Anthony, the prattle of J. G. Holland, and the gush of George William Curtis for their pearls of wit and wisdom. A new departure is needed. Will not the young ladies and gentlemen treat of something more practical, something of which they have at least a little knowledge, something of which they can write intelligibly. We have been intimidated from going to any commencement exercises for four years. Give us a chance to go next year. Talk sense. Write it, too.

"The schools of this village are prosperous under the judicious care of Mrs. _________. The pupils are being carefully prepared for the closing exercises." — Extract from a country paper.

Yes, the pupils are being prepared for the closing exercises not only in that village school, but through the length and breadth of this broad land. So-called declamations and compositions are being prepared. "Box and Cox," "Little Red Riding-hood," and all the school dramas are being industriously rehearsed in
school and out of it. Every weak-eyed, weak-nerved little girl is on the rack of exertion and will so continue till the end of the term if she can live through the fearful ordeal. Everyurchin is being urged to consider that he may be the future Webster, or Calhoun; marbles, tops, and all boyish amusements are to be eschewed that he may get his piece and rehearse it to the teacher. The whole school is being turned into a primary dramatic school for the education of the future orators and actresses of the nation. Reading, writing, and arithmetic are too vulgar to be thought of. Four or five weeks are thus spent in such work. Does it pay? Emphatically, no. The declamations by boys and girls of pieces which they do not understand, and of nonsense which they had better not understand, can not pay.

It is a little perplexing to determine just how far to deviate from a given beaten path in teaching, or how far to disregard "ruts," as our educators say. If children were all dull or all bright the course would clear. Bright children become discredited with set branches and method and branch out on unexpected paths and discover immumerable ingenious methods and devices. If all were bright, of course, the teacher's duty would be not only to follow but to lead these expeditions into the realm of invention and originality. But the unfortunate fact is that not more than one third of any given class will possess this inventive talent, and the remaining two-thirds are confused, if not totally disheartened, by a variety of ways of performing a certain operation. It taxes all the power they possess to do it in one way; their mental action being so slow, uncertain, and irregular that variety of views or dexterity of performance bewilders instead of enlightening them. If we hold back the class till the dull ones attain this mental facility we do injustice to the bright pupils. If we sympathize with the mental habits of the bright ones only, we leave the dull ones forlorn strugglers along the road.

It is for this reason that specialists usually have poor success in producing results in their pupils. They are interesting lecturer on their special branches, riding their captivating hobbies before the class in the style of the gay dress parade; but they are not teachers; do not consider a state of mind slower than their own or the need of testing and measuring what they imagine they have imparted; hence they do not teach. Between the quack lightning calculator and the slave to the text, there is a wide field for the exercise and display of common sense.

Our advice would be: Enforce not more than three nor less than two methods of performing, explaining, or abbreviating an operation; but be always ready to hear and generous to encourage anything that crops out in the shape of originality. The untrained eye of poor Kasper Hauser was pinned at the sight of a landscape which appeared to him as an extensive daub on a flat surface, and alas! many if not the majority of minds are still so low in the stages of development as not to be able to take in more than one feature at a time of a picture or a plan—unable to appreciate the unities and relations of knowledge, the symmetry of design, the beauty of science even in the simplest form.

AMATEUR PEDAGOGY.

THE efforts and talk of an amateur are always annoying to professionals in the same line. Michael Angelo could not tolerate any one who attempted to talk to him on art, and with very good reason, too; the subject was so vast and yet so much within his comprehension and in his power that for a dabbler to mention it in his presence was offensive, almost sacrilegious. Every one, no matter how expert in one branch, has a craving to be an amateur in another. Even Dickens had, a weakness to be an athlete, and was checked only by his love of good living. Most people, however, long to try their hand outside their proper sphere at only one thing—besides teaching; in that all the world, including many professional teachers, and excepting a few, are amateurs. No man or woman ever lived that did not believe himself capable of teaching school or directing others how to do so. Peddlers, saddlers, butchers, or bakers; mad men, sad men, foolish, or witty; no matter what their education or station and experience in life, each has his pet method of managing a school.

All other callings are by calm behest
Resigned to those who understand them best;
But every wordy, theoretic leech
Can tell the teacher how he ought to teach.

The reason for this is that, perhaps, in the whole range of learned or unlearned occupations, that of teaching is the most complex, and next to the act of composing a poem, successful teaching is the most difficult kind of labor to describe. How to make a watch may be told; how to teach a good school can never be told satisfactorily. Hence most people, knowing absolutely nothing of the art and hidden springs of motive power in teaching, display the assurance of total ignorance in fancying they know all about it.

Another reason is that the desire to gain information is one of the strongest of the mind, while the desire to impart it is stronger still; so most people long to teach—to teach something, even a dog, and secretly believe that it is the opportunity, not the ability that is lacking. This feeling breaks out in various forms; the pulpit has it in an aggravated form; the bench, the bar, the author, the politician, even the business man, has something to teach the world. The fatness of his will brings to the millionaire's last hour a pang of regret that the ability to make so much money, that the giant intellect soon to be lost to the communion of weeping humanity (and smiling heirs), was not devoted to the task of instructing his kind. Hence the beseeches to institutions of learning; the spirit of the amateur pedagogue protesting at the hour of dissolution against the grasping selfishness of the miser.

We do not object to this spirit of amateur pedagogy; but when in disquietude it manifests itself to the annoyance of practical men, it can easily be exorcised by repeating the cabalistic formula: "Bachelors' wives and old maids' children!"

THE NEED OF KINDERGARTEN WORK.

MISS Elizabeth Peabody has recently written to a lady in Chicago a very interesting letter on Charity Kindergartens. This subject is only beginning to interest people in general, but we believe this work alone is destined to do more to banish crime and form a substantial basis for knowledge and the consequent development of all social and political good for this country than almost any other branch of education. This does for mental and moral culture what the sub-soil plow does for the culture of the soil; it breaks up and prepares the ground for the sowing of good seed, which shall in future yield the fruit that will enrich the nation. Habits of industry are established; methods of thought are developed; a knowledge of right and wrong is inculcated; and a desire to reap the reward of well directed labor inspired. When once a hold for good is obtained upon the lower classes through patient kindergarten work, the public schools will have received a more material aid than most.
people are yet willing to concede, and the country has some grounds of hope for future statesmanship. It is always the vacant minds, and the lack of a proper incentive to work that creates the vicious classes.

American people seem to be impulsively ready to go to extremes in good or evil. The trashy literature of the day will not have so great a hold upon the minds and hearts of young people that have been properly trained in childhood. There is a great deal said and written in these days about home training being the best school for children, etc., etc., but the fact is, that almost everybody is either too busy or too lazy to do the children justice. The average business man scarcely sees his children at all, except upon the Sabbath, and then too often gives them no attention, except a command to "keep quiet," while the mother gives her children to the care of hirelings, while she attends upon her duties or pleasures, or is so overworked that she can hardly tolerate their restless activity, and "turns them out to get rid of them," or tucks them in bed early that she may be "quiet," until it is now everywhere asserted that American children are the worst trained and most ill-behaved children in the world; and thus it happens that kindergartening has a mission among the rich and the well-to-do as well as among the poorer classes. While we cannot but depurate the existing state of affairs, we still feel that there is hope for better children, better scholars, deeper thinkers, and more active workers wherever the kindergarten has once become an element in the child's education.

There are men and women who have worked earnestly in this cause, and with good results, who have been only modestly anxious to do a good work, but many more have established a sort of cult among kindergartners that makes the subject distasteful to many people, and unpopular in certain circles. A person who has received six months' training under some teacher, or at some established training school, at once declares that no one without that training can possibly comprehend Froebel's methods, and everybody is denounced as an impudent who presumes to express an opinion without the important "six months." We are well aware that many kindergartners would resent this criticism, but we feel that it is time the best of them opened their eyes to this fact, and began forthwith to put down this crippling cant. Having the success of this movement at heart, seeing all its possibilities and benefits, we have often regretted the effect produced by some newly fledged school-girl with her six months' training, and quite sure of the ignorance of the rest of the world. No doubt imposters arise, but the new education will make its way better, and produce deeper results, when the world is left to decide for itself in this as in other things.

There are so many subjects of practical importance to us on which we are deeply interested, and yet imperfectly informed, that most people are willing to concede to specialists a better knowledge of their work, and glad to learn of them, since there is not time for personal research into everything in this world; but specialists in any direction should remember that always declaring to people their ignorance is not the way to educate. It is always better to keep clear of prejudice; and then, having an unobstructed way, people are quick to detect the real from the imitation, and glad to adopt anything that proves of real value to them.

—Energy will do anything that can be done in the world; and no talents, no circumstances, no opportunities, will make a two-legged animal a man without it. —Goethe.

REVIEW.


M. Tullius Cicero. De Natura Deorum, De Divinatione, De Fato. Revised by Reinhold Klotz Novi Eborac, apud Harperos Fratres. MDCCLXXXIX.

These two little works, for sale by Messrs. Jansen, McClurg & Co., 117 and 119 State street, Chicago, bear evidence of scholarly preparation and scholarly thought, though the outcome in each is, so to speak, sui generis. The English work contains an historical introduction occupying eight pages; then there are thirty-six pages of the Latin text followed by forty-four pages of notes directly upon the text, and ten pages of historical information as to the financial crisis at Rome A. D. 33, and a résumé of Tacitus's character of the emperor Tiberius. A voluminous index is appended to the whole. It will thus be seen that no labor has been spared in endeavoring to make the book useful to the honest inquirer for truth. The labored argument to show that Tiberius was by Tacitus a much maligned individual and if not positively a whole souled, generous fellow, at least the victim of uncontrollable circumstances is exceedingly interesting and somewhat plausible. The book is finished up with fifty pages of advertising.

The American book on the other hand contains 273 pages of printed matter within the entire compass of which cannot be found fifty English words. It is Cicero pure and simple. It will delight the cockles of the hearts of the adherents to the new school of Heness and Sauveur in at least remaining true to its chosen dialect. Both books are meritorious in their way. They are convenient for the pocket and one may easily slip out from the busy town with either Tacitus or Cicero for company and while away an hour or two pleasantly enough with either, though it must be confessed that Cicero's topics are less soul-harrowing and his materials far more extensive. The battle of the classics is yet to be fought. Shall we have more extensive curricula in the matter of reading and be less rigid in the niceties of grammatical research, or shall we cling fast to the time-honored modes of just so much Latin in four years, the most of which is culled from between the lids of a grammar?


Here is a book of 58 small 8vo pages, which every practical teacher in the land should possess. The author shows how with only a very moderate outfit a porte lumiere may be constructed by any one with the least mechanical ingenuity, and then particularizes with regard to its use through the entire domain of Physical Science. Projections of Outline Drawings in any branch of instruction, Crystallizations, all the ordinary experiments in Acoustics, the numberless phenomena of Light, Heat, and Electricity are drawn upon to fill up the quota desired, and even the reactions of chemistry are made to appear in their processes and results magnified visibly upon the screen. The phenomena of polarized light, the changing figures of the Kaleidoscope, and the tiny denizens of the microscopic world are made to contribute their share of amusement and instruction. The book is in every respect well worthy of a careful perusal and will no doubt induce many an ambitious teacher to attempt an improvement on the routine methods of his school-room.

—The worst education which teaches self-denial is better than the best which teaches everything else, and not that.
PROGRAM OF EXERCISES FOR THE MEETING TO BE HELD AT PHILADELPHIA, JULY 29, 30, and 31, 1879.

(Two complete.

GENERAL ASSOCIATION.—
John Hancock, Dayton, Ohio, President.
W. D. Henkle, Salem, O., Secretary.


Tuesday Session—8 o'clock, Address: "The Neighborhod as the Starting Point in Education." Rev. Robert E. Thompson, Professor Social Science in the University of Pennsylvania.


Wednesday Session—8 o'clock, Address on "Technical Education," by Hon. J. M. Gregory, LL. D., President Industrial University of Illinois.


[The exercises for the remainder of this session not entirely determined upon.]

DEPARTMENT OF NORMAL SCHOOLS—
W. F. Phelps, Winona, Minn., President.
T. Marcellus Marshall, W. Va., Vice President.
Miss Grace C. Burns, St. Louis, Mo., Secretary.

Tuesday Afternoon.—1. Opening Address by the President. 2. Paper—Methods of Professional Instruction in Normal Schools; President J. Baldwin, Kirkville, Mo. Discussion—opened by Principal D. Kichie, State Normal School, St. Cloud, Minn. 3. Paper—Professional Degrees for Teachers, Principal J. C. Gilchrist, State Normal School, Cedar Falls, Iowa. Discussion, opened by Prof. John Ogden, Worthington, O. 4. Appointment of Committee on Nomination of officers, and miscellaneous business.


DEPARTMENT OF INDUSTRIAL EDUCATION—
J. D. Runkle, Boston, Mass., Pres't.
L. S. Thompson, Purdue University, Lafayette, Ind., Vice President.

Tuesday Afternoon.—1. Opening Address, by the Vice-President, Prof. L. S. Thompson, Purdue University, Lafayette, Ind. 2. Paper—The Beginnings of Industrial Education. Hon. M. A. Newell, State Superintendent of Public Instruction, Baltimore, Md. 3. Discussion of the above paper; opened by Prof. E. E. White, LL. D., Purdue University, Lafayette, Ind. 4. Appointment of committee on nomination of officers of the Department.

Wednesday Afternoon.—1. A Talk or Lecture; giving an explanation of the use of Modeling in Education,—illustrated by working in clay; Ed. W. A. Spring, sculptor, Perth Amboy, New Jersey. 2. Discussion of the above exercise. 3. Paper—Industrial Education, or the Equal Education of the Head, the Heart, and the Hand; Prof. Alex. Hogg A. M., College Station, Texas. 3. Discussion of the above paper. 5. Election of officers.

Thursday Afternoon.—1. Discussion—Methods of Teaching Drawing. 2. Miscellaneous Business.

The Spelling Reform Association will meet as a branch of the National Association.

President, F. A. March.
Secretary, Melvil Dewey.
Treasurer, C. H. Barlow.


Session Wednesday P. M.—"The Spelling Reform in Germany and other countries of Europe," Prof. H. C. G. Brandt, of Johns Hopkins University. Addresses and discussions by Prof. S. S. Haldeman, Hon. W. T. Harris, Hon. W. D. Henkle, and others. The Annual business meeting, Reports, Election of officers.

DEPARTMENT OF SUPERINTENDENCE—
T. P. Wickersham, Harrisburg, Pa., President.
J. H. Smart, Indianapolis, Ind., Vice-President.
R. W. Stevenson, Columbus, O., Secretary.

As this department holds a special meeting every winter in Washington City, no exercises at Philadelphia have been provided for.

The program for the department of Higher Instruction and the program for the department of Elementary Schools are not yet complete, but they are in a forward state of preparation, and will be announced in a few days.

The General Association and the several departments will hold their sessions on Thursday afternoon and evening at the Centennial building.

The arrangements for the evening meeting have been placed in the hands of the Local Committees of Philadelphia.

Excellent arrangements have been made with the hotels to accommodate an almost unlimited number of guests. Satisfactory arrangements have about been concluded with railroads for greatly reduced fares. Definite announcement as to arrangements with both hotels and railroads will be made very soon.

FIGURES FIGHTING FOR GOOD SCHOOLS.

The absurdity and contemptible meanness of the appeal of the antagonists of high schools to the economical proclivities of taxpayers, is rendered palpable whenever any one takes the trouble to estimate the tax per $100 in any ordinary tax levy, either for the establishment or maintenance of a judiciously arranged school of this kind. They had an election at Ottawa, Ill. on Saturday, the 17th instant, to empower the trustees to borrow $100,000 in addition to $5,000 previously voted, to purchase a site and erect suitable buildings for the Ottawa High School, which is now conducted in the basement of a church, in quarters entirely inadequate. The Ottawa Republican sets forth the Assessor's valuation of taxable property in the townships concerned (Ottawa, $4,377,693.28, and South Ottawa, $512,391.70), and shows that dividing the total $15,000 required into eight annual payments, as the board intends, the annual tax called for amounts to less than $1 on every $1,000. A majority of tax-paying voters are assessed at less than $500, although the real value of their property may be assumed to be, as usual, much greater. Think of these voters being appealed to forgo the advantages of a high school in their midst in order to escape a tax of fifty cents a year! It would be an insult to the intelligence of a rag-picker to assume that he would resist the establishment of a school to avoid such a paltry payment.

Here let us remind our readers that a few months ago we showed that the excellent high school of Indianapolis cost last year but 3 cents on each $1,000 of the city assessment. The next week we demonstrated that the total cost of all the Chicago common schools last year ($52,628,38, less $2,244,50, school sites and permanent improvements and less $35,728,95 received from state and permanent funds) was only some 3 mills on the dollar of the total tax valuation of this city. The current expenses of the Central High School and the three division high schools together amount to only $45,000 of a mill to each dollar of the $31,983,439 at which the city stands assessed. But, as a part of this cost is paid out of the state and permanent school funds, the city school tax contributes not quite 2 of a mill on the above valuation, or 20 cents on each $1,000. It may pay ward politicians to chafe against this tax, but, as a rule, tax-payers cannot afford the time.

The fact is that the opposition to free schools springs from ignorance, sectarianism, or personal and partisan self-interest. The champions of this antagonism fear to avow their real motives, and so, remembering the immemorial jealousy of taxation common to all the race, they alarm the multitude with the
fear of being called to pay dollars where the tax-levy will only require nickels or pennies. The only antipathy to the poisonous mixture is the general diffusion of knowledge in regard to the actual cost and work of the schools. The press and the pulpit can do much in this direction, but the schools themselves should do more. Give the facts to the children. Let them carry them out into the streets and to their homes. Insist upon contrasting fake schools against the schools wherever they hear them. Presently the people, well advised as to the insignificance of the taxes expended for educational purposes, will begin to look about them to see where the great burden of their taxes does go. This opposition is a “confidence game” on the part of very many. The “confidence man” warns the unsophisticated stranger against gamblers and pick-pocketers, and offers to pilot him through the dangers of the city, while his confederate is flogging his pocketbook.

The schools have furnished, and will furnish, the best protectors of the ballot-box and the public treasury. Make them what they should be, and the protection rendered will be as perfect as the world can hope for this side of the millennium.—Chicago Evening Journal.

"MORALS IN THE SCHOOLS."

Early last February the Senate of the United States made itself merry over the consideration of Senator Bumsidge’s bill for teaching justice, kindness, conscientiousness, peace, and other moral qualities in the schools of the District. Senator Bumsidge, however, frankly remarked that he was not at all ashamed of his bill, and that some legislative bodies in the country would be better behaved if it had been made a law two years ago. The School Board of Birmingham, England, may now be recorded as an example of resemblance. It has ordered that in the future systematic moral instruction shall be given in all the board schools—instruction which shall make the children “better acquainted with right and wrong.”

Practical people will find some food for thought in the preceding paragraph when read in connection with two telegrams from Boston, printed in this journal yesterday and Tuesday. The first states in a terse line or two that while a number of children were playing together in some grounds near the city the little fellow one of them, a little girl ten years old, “was pelting with stones by the boys.” She died early next morning. The second telegram relates that on Tuesday “Edward Reardon and Thomas Murphy, each nine years of age, were arraigned on a charge of manslaughter, in causing the death of little Hattie Goodspeed by throwing stones.” One of these little boys was liberated on bail, the other was committed for trial. Perhaps Senator Bumsidge is not so far out of the way when he suggests that we teach conscience, kindness, and pity in the schools. The Tribune not long ago recorded a case of youthful murder in a Western town almost as bad as this. A party of little boys in leaving the school-house caught one of their schoolmates on the stairs, and so roughly maltreated him that he died shortly after. Possibly moral instruction might not have been out of place there. Instances of such cruelty often come to the surface, and it is probable that many children are permanently if unconsciously injured by the rough treatment of their mates. There are few teachers who do not recognize the fact that the average boy has a good deal of the natural barbarian in him. It would seem to be worth the while to extract as much as possible of the savage, and replace it with some qualities of the possible angel.

There is sound practical sense in the suggestion that the schools should give some moral teaching. The largest share of the child’s waking time is spent at school, when parents can certainly provide no moral training; and there are many homes in which such moral training is often either carelessly or ignorantly neglected. Perhaps the best school that ever existed was Dr. Arnold’s Rugby; and there honor, honesty, true-heartedness, and kindness were taught with all the enthusiasm of that magnificent Christian. There is no school which would not be the better for taking a leaf from the Englishman’s book. We cannot, perhaps, have what the Birmingham Board calls “systematic moral instruction,” but a teacher who is fit for his or her post will know how to give occasionally a pithy ten-minute sermon on some of the points that go to make good and trustworthy men and women. Those who are at a loss for texts will find them in the words of a Teacher whose teaching was for texts will be found in the words of a Teacher whose teaching was
Practical Department.

A HINT TO YOUNG TEACHERS.

WALLACE E. MATHER.

In conducting a recitation, make it one of the first rules, or principles, not to do anything that a pupil can or ought to do himself. In the arithmetic class John's example doesn't come out right. You tell him to go over it again and find his mistake, and he looks at you in surprise; the last teacher always did that for him, while the rest of the class stood and looked on, or off, as the case might be. He looks through it; and very likely says he can't find any mistake; then use your wits and tact and make him. It saves time to find it for him? Well, the time saved is used to no good and you can not better employ time than in teaching a pupil to help himself. So in stating and explaining an example, require a reasonable amount of fullness and clearness. Don't have him say, "I add this, and subtract that, and get something else," simply pointing to the numbers as he goes along, assuming that you are able to read them for yourself, and tell what they stand for, as well as he can. When he gets through you say, "do you? "Yes, you added the amount gained and the price of the land and subtracted what he owed and the remainder was what he had left," to which he assents, of course. Don't use and express your knowledge of his example; require him to use his own. His assent to your statements is no proof, hardly an indication, that he has any knowledge of his own, that you have really taught him anything. Knowledge is power—not merely gives power; it is power to have, to grasp, to conceive, to think, and as a rule to tell. Knowledge is a power to do something, to say something, and while it is true that knowledge may be given but power must be educated, still don't believe that you are giving your pupil knowledge unless you can see that he is getting power.

Full half of a teacher's success is gained when he can make his pupils interested, and interest comes in proportion to the knowledge and power that they have, not to what you have, and to which they indifferently give assent when asked. Take a history class. Teacher says: "What year was America discovered, John?" John doesn't know, and consequently doesn't care if he knew, so he stands and says nothing. Teacher says: "Well, do you think it was in fourteen—ninety—two?" making long pauses in the number to give John a chance to come in and finish it, which he won't do for he well knows the teacher will say it all, and say it right, if he gives him time enough. Then John assents. Teacher says: "Oh, my history class is such a stupid class. I try to make it interesting. I tell them all I can about it." But my dear teachers, it is when your pupils can tell you about it that they are interested, when they can do things, when they exercise power, that they are happy and pleased. If you want them interested make them do all you can. Take the little ones of the C class and see the snapping of fingers and eyes, and the unbounded enthusiasm, of those who can read—A C A T—and the comparative indifference of those who can not. You never told them anything that began to set them in such a tickle as when they could tell you. The pleasure of the power of doing something themselves is a strong motive to learning to do more. And so I say, Don't do anything in a recitation that a pupil can or ought to do for himself.

—When a man's life is despicable, it follows that his preaching must fall into contempt.—St. Gregory.
the example given places two plants in the same class; whose only common characteristic is, they are both phanogamia.

Would it not be better to place the plant in its proper order at once?

As the pupils examine some typical flower and determine the number, position, etc., of each set of organs, have it placed upon the board, to be copied by the class.

EXAMPLES.

Rose Family: sepal's, 5, grown together below, petals, 5, all separate and equal, some of the fruits of apples, pears, cherries, almonds, raspberries, etc., growing on the calyx, stamens, indefinite, all separate.

Iris Family: stamens, 3, usually under the wide stigmas, ovary, 1, petal-like, with seeds above the calyx.

Lily Family: petals, 3, usually colored like the petals, ovary, 1, but green in Trillium, etc.

A botanist will observe that these little tables are not infallible; but a child can use them after ten minutes study on each, and they will enable him to locate three-fourths of the common flowering plants.

This is for children.

With a class capable of using a text-book I should not take this course; but, on the contrary use special contrivances to ensure learning the meaning and pronunciation of all important words. This is laboriously dry, but the fruit of the labor is soon reaped; e.g. My class had a 30-day recitation for 55 days and no other help, nor any previous knowledge of the subject; the lowest in the class has analyzed and written descriptions of 232 plants; the best about 30 more. They have also done some work on a herbarium. If any one can show as good results from a class whose members were not required to learn the words, I should be glad to learn the method used; it would have saved the above mentioned class 25 lessons.

O. J. STILWELL.

EDA, MICHIGAN, May 26, 1879.


EASY METHODS OF SQUARING NUMBERS. II.


CERTAIN classes of numbers may be squared readily by different methods; some of which we give briefly:

1. The square of any number whose digits are 1's is an ascending series of as many consecutive numbers beginning with 1 as there are 1's in the number; and a descending series to unity in like manner. Thus, 1,111 = 1,111,111.

2. The square of any number whose digits are 2's consists of one less than twice the number except the last digit 4. Thus, 332 = 110,889.

3. The square of any number whose digits are 3's consists of one less than twice the number. Thus, 663 = 443,556.

4. The square of any number whose digits are 4's consists of one less than twice the number; thus, 999 = 998,001.

5. The square of any number whose digits are all alike may be readily found by squaring a number composed of as many 1's, and multiplying the result by the square of the common digit. Thus, 442 = 111\times42 = 19,376.

6. The square of any number between 40 and 50 may be found by prefixing to the square of the difference between the units figure and ten, the square of the tens figure, plus the units figure, minus one. Thus, 442 = (10\times40 + 4\times10 - 1)\times42 = 19,376.

7. The square of any number between 50 and 60 may be found by prefixing to the square of the units the square of the tens plus the units. Thus, 572 = 532 + 57 = 3,249.

8. The square of any number between 90 and 100 may be found by prefixing to the square of the difference between the units figure and ten, the sum of 80 and twice the units figure. Thus, 972 = (100 - 7)2 = 8,019 - 280 + 9 = 9,409.

9. The square of any number ending with 5 consists of the product of that part of the number exclusive of 5 by itself increased by one and 25 annexed. Thus, 152 = 15\times16 + 25 = 225.

10. The square of any number ending with 5 consists of the square of that part of the number exclusive of 5 plus that part of the product of the square of the number by 5 above units with the units, and 25 annexed. Thus, 1825 = 18\times18 + 25 = 3,302,25.

11. The square of any number ending with 7 consists of the product of that part of the number exclusive of 7 by itself increased by one, plus that part of the product of the number thus increased by 5 above units with the units, and 25 annexed. Thus, 1,475 = 14\times14 + 7\times7 = 2,175,625.

12. Any number composed of only two digits may be readily squared by the algebraic formula, (a+1)^2 = a^2 + 2a + 1. Writing the units of the square of the units, the tens of this plus twice the tens by the units, and the tens of this plus the square of the tens. Thus in squaring 29, 1st, 9^2 = 81; then 8 + 2\times2 = 20, then 2\times9 = 18, hence 81 + 20 + 18 = 119.

Instead of taking twice the tens figure we may take twice the units figure when it is the more convenient multiplier.

There are many other rules for special cases and many for squaring mixed numbers, which it may be well for those interested in obtaining a thorough knowledge of the art of figuring to study out, or they may be found in the writer's published work.

COURSE FOR MUSCODA, WIS., FREE HIGH SCHOOL.

FIRST YEAR.

First Term—15 weeks. Second Term—11 weeks. Third Term—10 weeks.

Reading and Phonics

Grammar

Pol. Geography

Arithmetic

Mental and Practical

Word Analysis

Gram. completed

Geog. completed


French

U.S. History

Arith. completed

Word's YEAR.

Elocutionary

Botany

Reviews

Book-Keeping

REVIEWS.

GEOMETRY

LATIN

SCIENCE

PHYSICAL SCIENCE

EUROPEAN HISTORY

AMERICAN HISTORY

AMERICAN HIST.

PHILOSOPHY

LATIN

REVIEWS

Music through course.

Rhetoricals through course.

The Chicago Educational Weekly suggests that a little independent journalism is one of the great needs of the entire public school system of the United States. We agree most heartily with the WEEKLY in the matter.

The educational journals of the country are just beginning to realize that the devil must be fought with fire, and that the enemies of popular education must not be handled too gingerly. Home trusts must be made now by those who are in a position to aid the great and sacred cause of popular intelligence and elevation. If priest or parson, the demagogue on the stump or the tripool, the social aristocrat or the cynical skeptic, shall presume to lay profane or impious hand on this altar of freedom and progress, let him be dragged out to the light and exposed to the indignant gaze of the people whose children he would rob of that intelligence without which they must be slaves and hirings forever. It is time for the educational journals of the country to call things by their right names. Every foe to our American idea of education is a traitor to our American idea of liberty. Let the people once know who they are, and they will never again be in position to injure the people's schools.—W. T. P., Jour. of Education.

—No degree of knowledge attainable by man is able to set him above the want of hourly assistance.—Johnson.
Educa tional Intelligence.

EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
IOWA—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Indiana—J. E. Roberts, Principal High School, Indianapolis.
Minnesota—O. W. Toussly, Sup't. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Sup't. Public Schools, Columbus.
Wis. Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, JUNE 5, 1879.

THE STATES.

OHIO.—The Board of State Examiners will hold an examination at the Board of Education Rooms in Cleveland, Monday afternoon, June 30, and Tuesday and Wednesday, July 1 and 2.

The high schools in this state graduate this year classes numbering as follows: Akron, 36; Massillon, 16; Lebanon, 5; Ottawa, 7; Tallmadge, 8; Sidney, 19; Wadsworth, 5; West Salem, 16; St. Paris, 3; Delta, 2; Woodsfield, 3; Somerset, 3.

The Educational Monthly furnishes the most of our Ohio items this week. The examination from Cuyahoga to Niagara Falls, July 3, will cost members of the Association $2 for the round trip.

The States graduated from the Bloomington high school, May 5. This is the largest class ever graduated from the school. Each member of the class read an essay or delivered an oration, the exercises lasting from 9 o'clock till 4:30.

Supt. G. W. Henderson edits a wide-awake educational column in the Crawford County Democrat. There are evidently wide-awake teachers in that county. This is the way he speaks of them:

"Educational months are very cheap. Among the good ones are the Central School Journal, published at Keokuk, Iowa, at 50 cents per year; American Young Folks, Topeka, Kansas, at 50 cents, sent free to the pupil receiving the greatest number of votes as the best pupil in school; Practical Teacher, Chicago, $1 per year; Common School Teacher, Bedford, Ind., $1 per year. But the wide-awake teachers take the Educational Weekly, Chicago."

The Cook County Board of Education met Saturday morning. The payroll of the Normal School for May, amounting to $1,030, was audited. Mr. D. S. Wentworth, the principal, read his report, showing that there were 146 pupils in the Normal Department, 41 in the Intermediate, and 56 in the Primary and training school. The total number now in the school is 251, the total for the year being 310. The graduating class, numbering 20 members, will be ready for examination June 5 and 6. The meeting adjourned until June 21, when teachers will be elected.

The fifth annual commencement of the Paris high school occurred May 26. We learn that all graduates finished the entire four years course, but we have not learned the number. Their average age is 18.3. The enrollment for the year in the high school was 90.

Hon. W. R. Morrison of the seventeenth district having an appointment of a cadet to West Point to make, selected a board of examiners from his district to pass upon the candidates for the cadetship. The Board met at East St. Louis, May 24, and chose State Superintendent Slade to take charge of the examination. There were twenty applicants, and the prize fell to Herbert H. Sargent, the son of a farmer living near Carlinville, and a graduate of Blackburn college last year. A great many visitors witnessed the examination.

It has been decided to hold the examinations for State teachers' certificates this year August 26, 27, and 28. The places will be announced next week.

The State Superintendent will send to all who desire it a circular giving full information about these examinations.

There has been received at the office of Public Instruction, at Springfield, a diploma from the Paris Exhibition of 1878, inscribed as follows:

Insignisights Pallia Fermi Artes.
Exposition Universelle de 1878.
Le Jury International des Recompenses Donnees
UN DIPLOME DE MEDAILLE D'OR
a la
Direction de l'Instruction Publique de l'Illinois [Etats Uniis.]
Groupe II, Classe 6.

Le Scneata
Commissionnaire General,
de l'Agicultural et du Commerce.
B. Krautz.
Tessierien de Birt.

Paris, le 24 Octobre, 1878.
R.F.

Madison County Teachers' Association.—The Ex. Committee of the M. C. T. A. held at Edwardsville on Saturday, May 24, to arrange for holding a Normal School during the summer. As several vacancies existed in the committee, Theo. Adelmann of Marine was elected secretary and treasurer, and Ben. R. Burroughs of Edwardsville was chosen member of Ex. Committee.

It was determined to hold a Normal School at Edwardsville, commencing July 7, and continuing four weeks. Prof. H. H. Keebler of Kirkwood, Mo., was appointed conductor of the School and Prof. W. E. Lehr of Marine, Ills., assistant.

The Committee expects to obtain an appropriation from the County Board of Supervisors towards the Normal. Most schools in Madison County are filled for the next year. Prof. J. H. Brown of Columbia, Monroe County, Ills., a teacher of noted ability, has been elected Superintendent of the Edwardsville schools. We hope to have next fall a Normal School at Carlinville on this selection.

It could not have been better and the future will bear us out in making this assertion. W. E. Lehr and Theo. Adelmann remain at Marine, A. C. Williams goes from Troy to North Alton. Prof. A. Naegeli remains at Highland. This is his seventh term, which is evidence of his ability. Prof. Stahl goes from Moro to Bethalto. Superintendent B. F. Sippel has been doing very active work during the past year and has merited the friendship of all of his teachers. His motto is "Excelsior," and his efforts to attain a higher degree of education in the county meet with almost universal satisfaction. The time allotted him is 250 days.

The Inter-County Normal, to be held at Carlinville, Ill., will commence Monday, July 14, and continue five weeks. The sixth week will be devoted to examinations. The services of the following gentlemen have been secured as instructors: Prof. J. Pike, Superintendent of Jersey High School; Prof. J. D. Conley, of Blackburn University; Prof. J. S. Kenyon, of Virden, Ill. Good accommodations with private families will be furnished at $2.50 to $3.00 per week. Tuition for gentlemen, $4.50; for ladies, $4.00.

NORMAL COMMITTEE, Carlinville, Ill.

MINNESOTA.—Carleton College is planning to enlarge its teaching force and multiply its facilities for the best educational work.

The people of Minnesota are clamoring for the appointment of Prof. W. P. Phelps to the principalship of the Winona Normal School, now vacant.

Many of the leading papers of the state and the LaCross Chronicle are urging the Regents to this step, although Prof. Phelps, we understand, has formally declined to be a candidate. The Winona Herald says his appointment is the "almost unanimous wish of the people of Winona who care an iota for the school." The St. Paul Dispatch calls him "an excellent the typical normal school principal of the country."

Prof. Toussley, Superintendent of the Minneapolis public schools, accompanied by his wife, will spend the summer in Europe.

Examinations for admission to the State University June 27 and Sept. 10. Miss Gertrude Chapin, who has taught the preparatory department of the Winona Normal School, will take charge of the A Grammar department in the public schools of Rochester. Miss M. L. Benny, also of Winona, becomes Principal Davido's second assistant at Rochester.

MICHIGAN.—Prof. S. S. Hamill, who has been making a tour of the colleges and higher institutions of learning through the state, teaching elocution, reports that there is a great rage for special instruction in that subject. He has engaged to return every one of the colleges. He says: "People are crazy for elocution wherever I go. Mothers want it for their children, husbands for their wives, ladies for their lovers,—all, all want elocution. It is the common cry." Judging from his present success, he will need about one hundred
teachers for next year's campaign. His summer school in Chicago will be over-crowded. His work in Michigan continues till the very day the school opens.

It is rumored that the professorship held hitherto by Prof. Morris, who goes to Johns Hopkins University, is to be tendered to Prof. W. C. Sawyer, of Lawrence University, Wisconsin. We know Prof. Sawyer to be an eminent scholar and gentleman, well fitted for the position. Prof. Morris' resignation has not yet been accepted.

The bill providing for state uniformity of text-books has been defeated.

Supt. Z. Truesdell remains in charge of the Pontiac schools next year without change of salary.

Flint has voted to raise $4,000 for a new ward school building.

Six students will graduate at the Advent College, Battle Creek, June 25.

Supt. O. D. Thompson, of Romeo, remains next year without reduction of salary.

All bills proposed in our State Legislature this year for making any decided change in our school system have failed.

Hon. C. J. Walker, of Detroit, will deliver an address before the graduating class of the Grand Rapids high school on commencement day.

Supt. C. G. Robertson, of the Hillsdale schools, has been reflected for next year. This is his eleventh election to that position. The editor of this department can well remember being one of his pupils at Hillsdale twenty years ago.

The Benton Harbor high school graduated a class of three young ladies May 29. The pleasure of the occasion was enhanced by an address delivered by Principal J. Estabrook of the State Normal School.

The following graded school statistics are compiled from the official reports made by the school inspectors of the various townships and districts to the Superintendent of Public Instruction. They are for the school year ending Sep. 2, 1878, taken from the Lansing Republican: Whole number of graded school districts in the state, 350. Whole number of children between 5 and 20 years of age residing in graded school districts, 193,764. Whole number of children that attended graded schools during the year 131,968. Average number of months that school was maintained during the year, 9 and 4.10.

Number of male teachers employed, 502; number of female teachers employed, 1,956; total, 2,458. Total wages of male teachers, $310,921.43; total wages of females, $650,626.24; total wages of both male and female teachers $971,545.67. The average wages per month paid to male teachers was $75.95, while to female teachers it was $58.34. The highest average wages per month paid to male teachers was in Grand Traverse county, $133.24; while to female teachers the highest average wages per month was paid in Keweenaw county, $98.34. The lowest average wages per month paid to male teachers was in Emmet county, $38, and to female teachers in Cheboygan county, $22.50. The total resources of graded school districts for the year amounted to $2,116,856.90, and the total expenditures $1,696,572.03.

NEBRASKA.—State Supt. S. R. Thompson has published one of the latest and most serviceable little handbooks which we have seen from any source. It is called the Public School System of Nebraska in Brief. It shows the system to consist of three grades of officers—the Superintendent of Public Instruction, the county superintendents, and the district boards; three kinds of schools—the ungraded, district graded, and city schools; two higher schools—the State University at Lincoln, and the State Normal School at Peru; three charitable institutions—the School for the Blind, the Institute for Deaf and Dumb, and the Reform School. There are also three other agencies in the state system, the county institutes and associations, the normal institutes, and the State Teachers' Association. We shall give more of this outline in subsequent numbers.

KANSAS.—The public schools at Paola closed May 21. The Superintendent spent the last two weeks of the year in examinations of the different schools and reports very favorable progress. The Miami Republican speaks of him as a man who knows what he is about and means what he says.

PENNSYLVANIA.—There will be no meeting of the State Teachers' Association this summer, the National Association taking its place July 29, 30, 31.

WISCONSIN.—Prin. H. R. Smith, of Muscoda, is teaching a very interesting school. His instruction is systematic and thorough. His course of study is published in this issue of the WEEKLY. A student recently furnished the editor of this paper a copy of the History questions given at the last examination, from which it is apparent that the History class at least was thoroughly taught.

Supt. Mahoney, in the Kenosha Telegraph, gives some good advice to district boards concerning that perplexing matter—text-books. One of these days the State Superintendent and the "county assistants" will have something more than advisory functions connected with this as well as many other school matters, and the change will be beneficial, too.

The Grant county Herald inquires: "Can a Teacher Suspend a Scholar?" Up here she can, with her left hand, and have her right for use on what Henry Ward Beecher calls "the divinely appointed place."—Barataria Republic.

A partial official visit and inspection of the Milwaukee schools last week revealed the fact that in the Fifth District an average of one hundred scholars occupied each room, and that other schools were badly over-crowded. Large and costly additions will be recommended to the Board of Public Works, which they will no doubt furnish. To educate a people is a labor of such magnitude that only modern civilization is equal to it in any fair degree. It is the last great labor of human society, and the records of its inception are hardly history yet. The pioneers are, many of them, still at work.

The last month's report of the LaCrosse schools shows the opening of two new schools, increased attendance, and the greatest general prosperity in spite of the renewed war upon the superintendent, as the election of that officer approaches. We suppose the day will never come when "the ous" will cease to hate "the ins," either with or without cause. Success, in some men's eyes, which is not their own, is always a work of sharp practice or fraud of some sort. If you want a man to hate you, accomplish a work he has declared you unequal to, and you will be gratified to the fullest. These are general principles, and the LaCrosse case may be an exception—and may be a shining example.

A district school was struck by lightning in Walworth county during one of the late stormy nights, and the whole inside demolished. One can't help reflecting upon the possible catastrophe which was escaped. Such a stroke in the day time would have been harrowing to the last degree. Twenty-five or thirty children mixed up with that mass of broken seats, desks, walls, floor, and ceiling, would have been something to shudder at for a life time. If lightning-rods are of any value, it is criminal to neglect putting them on any school house in the state.

INDIANA.—Prof. A. E. Rowell, of South Bend, will open a normal school at New Carlisle, July 7.

The anniversary exercises of the South Bend high school were celebrated with great eclat May 23. The graduating class numbered eleven,—the largest but one ever graduated at that institution; (the class of '76 numbered 13).

IOWA.—Eleven pupils graduated at Osceola high school May 30. B. F. Hoed, principal. The class was addressed by Hon. J. L. Pickard.

Mr. J. A. Holmes has been elected principal of the LaClaire schools.

Mr. W. A. Benis, the enterprising agent for A. H. Andrews & Co., school furniture and apparatus manufacturers, has supplied nineteen schools with furniture during the last month.

The State Normal School will close June 26. Hon. D. N. Cooley, of Dubuque, will deliver the annual oration before the officers and students Wednesday evening, June 25.

The graduating class of the Davenport high school numbers thirty-five. This is Irin. Lewis' first class, of which he feels very proud. There are six candidates for graduation in the Normal class.

Grundy Center has just purchased a new 600-pound bell for her school-house.

Mr. Ben. L. Coster, for thirteen years the head of the Mt. Pleasant schools, has tendered his resignation, and a young man from Vermont, Mr. Leigh, has been chosen to fill the vacancy. Mr. C. leaves the high school, of which he had charge, in excellent condition. The cause assigned for leaving is a "desire to engage in a more permanent business."

The Marshalltown public schools close with interesting exercises Friday, June 6.

The Greenback state convention last week nominated J. A. Nahl, of Des Moines, for Superintendent of Public Instruction.

Prof. Robt. Graham, conductor of the State Normal Institute, will discuss the following subjects at the Clear Lake meeting: School organization, school government, and the rights of patrons, teachers, school boards, and pupils.
A young man who taught a school in a small town on the Mississippi, recently exhibited to his pupils two tickets to an entertainment that was to take place in the town, and told them that one of the tickets was "for his lady." "Yes," said one of his pupils, "but maybe mother won't let Lulu go."

Hon. Newton Bateman and Prof. R. Graham will lecture before the State Normal. Papers will be read by Miss Annie Packer, Bonaparte; Miss Myra Irwin, Knoxville; Miss C. A. Bassett, Des Moines; and Miss A. E. Bucklin, Ottumwa.

Boarding and lodging will be furnished to members of the State Normal at one dollar a day. For particulars address Mr. M. H. King, Mason City. It is expected that some railroads will give reduction to make the round trip at one cent.

Those who promised contributions to the support of the Normal, and who cannot be present, are requested to send the amount pledged to the State Superintendent, before June 25.

The County Superintendents' Convention and the Association of Principals and City Superintendents will hold sessions on the afternoons of Tuesday and Thursday, July 1 and 3. The latter will hear reports from committees on state examination and on high school contest in Gratary, and will discuss these topics: 1. Literature in high and grammar schools; 2. What is efficient city supervision? 3. What can be dispensed with in our courses of study? 4. Use of the title "Professor." 5. How shall we secure better primary instruction? 6. Are we guilty of " cramming?" 7. What affect are our schools having upon character? The County Superintendents will discuss:

1. What course of instruction should be given in county normals to enable teachers to make uniform reports to district secretaries? 2. Relative value that should be given to scholarship and success in teaching in grading certificates. 3. Course of primary instruction that should be given in county institutes. 4. The advisability of uniformity of text-books in county normal institutes.

Mr. John W. Rowley, of Van Buren county, is president of the Superintendents' convention, and Mr. H. H. Selerley, of Oskaloosa, will preside over the principals and city superintendents.

Candidates for graduation in the elementary and didactic courses of the State Normal School will be examined June 12 and 15. Thursday, June 25, will commence commencement day. Hon. S. G. Smith, of Newton, president of the board of directors, will address the graduates, and Prin. Glichrst will present the diplomas. There are four students in the didactic course and twenty in the elementary course.

The Republican says that the Marshalltown school board has decided to erect a new school building in that city.

OFFICIAL DEPARTMENT.
NEBRASKA.

HON. E. R. THOMPSON, Supt. Public Instruction.

When the district, at the annual meeting, votes to have school at a particular season of the year, the time cannot be legally changed at a subsequent special meeting.

When a treasurer of a school district is re-elected, he should give a new bond; the old one is not sufficient.

The county superintendent is not authorized to administer the oath, but in disputed points connected with the division of a district he may require affidavits of certain facts to be made before a magistrate.

It is not the province of school officers to pass upon the constitutionality of laws; the principal thing to do is to carry out the law until it is declared unconstitutional by the courts.

I think a district treasurer should refuse to pay money for a building which is located on ground for which the board has no title.

If two members of a board purchase furniture on credit, without notifying the third member to be present when the business is done, the district is not bound, and the seller must look to the individuals making the purchase.

A school district board has no legal authority to compromise with the bondsmen of a defaulting treasurer; and a vote of the district will not give them such authority.

When at the annual meeting one or more new officers are elected, who do not file their acceptances for several days, the old board can go on and hire teachers or do anything that the new officers could do if they had filed three acceptances at once. This till ten days after the annual meeting.

Territory in one county may be united to a district in another, without reorganizing the old district.

CHICAGO NOTES.

At the last Board meeting Mr. E. O. Vaile was elected teacher in the West Division High School, at a salary of $1,500 per annum.

An important resolution was adopted, that hereafter no leases of school property be executed that do not contain the provision that no liquor shall be sold upon the premises so leased, and no Sunday amusements given.

Miss Ella L. Evarts was made principal of the Wentworth Avenue School.

Should an employee of any department in Chicago, except the school department, be absent on account of sickness, the head of the department never thinks of deducting from his entire salary the pro rata for such time of sickness. Indeed, in any respectable business house the idea never occurs to the employer to punish his employe for getting sick at his or her duties. What, then, have teachers done that they should be so shabbily treated? It is well known that their duties are more provocative of illness than those of almost any other class of wage workers, and that in the discharge of these duties their zeal is unquestioned. Is it because they are women that even the Sept. of Schools proposed to deduct substitutes' pay from those absent on Decoration Day in case school should be held that day? Happily, owing to the action of the president of the board, what would have been little less than a scandal was prevented.

Cabinet teachers complain, and with excellent reason, that they have not been fairly treated. When appointed to the schools, they were given to understand that should their work be satisfactory they would be appointed to fill any vacancy occurring in the schools to which they were appointed. Not only has this not been carried out, but persons who have been examined for position eight months after the cadets had commenced work, have been given preference and position. What renders this all the more aggravating is that the cadets passed a difficult public examination while those who have been placed in position over their heads were accommodated with private examinations. Play fair gentlemen. There should be no favors, no nepotism, no privacy.

-To retain a pupil after school hours as a practice, hoping to create a new interest in a pupil by asking him to confine his attention for a long time to the incomplete study, is an unwise measure. And if he is kept as a punishment, the teacher is more punished than the pupil; for the two are looking at each other with no kind feeling. Each is tired, nervous, and exhausted. Besides, there is physical incapacity in the case, oftentimes. So long a time the mind can be confined, and no longer, to one subject, or to similar subjects. Let the pupil go home, or at least go into the fresh air. If the teacher could meet his to-be punished pupils after the lapse of an hour, and that hour be spent by each in the open air, some good might result.

SIMPPLICITY AND UNIFORMITY IN ENGLISH ORTHOGRAPHY.

AN ILLUSTRATION.

To the Editors of the Weekly:

I desire the use of your columns to present to the educational world a new method of Spelling Reform, invented by myself. The advantage claimed for it is, that while other reforms dispense with those foreign orthographical forms, so dear to every American's heart, mine adopts these forms to the exclusion of all others.

The plan is very simple. Any one can learn it in an hour. I simply substitute `igh for i, lie for i, pith for t, etc. I will put the first stanza of Longfellow's Psalm of Life into my system, which will suffice to convince any candid mind of its simplicity and beauty:

"Pithelle meee gnothphg igm mezzrapphle gnnmmemeberev, Lufh ighlbu bnn ammepnothy dreemee, Phorh the peaulle ighx dead thaphth plummemeberev, And thingncee are gnothph whaphth thiegh paemme.

In conclusion permit me to say that my only motive in presenting this to the public, is to promote the cause of education, by securing simplicity and uniformity in our English Orthography.

Very respectfully,
PROF. SAMUEL SCAMP, S. R.
Professor of Orthography in Railsville University.

RAILSVILLE, IOWA, May 29, 1879.

A QUESTION AND ANSWER.

Do teachers holding a state certificate have to be re-examined before receiving appointment in Chicago public schools?

SUBSCRIBER.

A.: They do.
EXAMINATION IN UNITED STATES HISTORY.

The following questions were given to the "B" History class in the Muscoda high school, Wisconsin, as a final examination in that branch:

1. What one important event led to the discovery of America? Is there a record of the discovery of America previous to that of the Spanish?

2. Name the nations who helped discover and settle America. What must a nation do to lay a claim?

3. Name the most important nation so far as the settlement of America is concerned. Name (a) eight Spanish, (b) three English, (c) one Dutch, and (d) two French discoverers. Which one or ones of each nationality did the nations base their claims?

4. Name all the companies that have been organized and the object of each. Which one was of the most importance? When were they dissolved?

5. Name the most important colony (a) in finance, (b) morals, (c) political influence.

6. Whence, where, and by whom were the thirteen original states settled?

7. Who were Capt. John Smith, Gov. Winthrop, Oglethorpe, King Philip, Lord Baltimore, William Pitt, Patrick Henry, Silas Dean, Greene, Howe, Wayne, Clayborne, Penn, John and Charles Wesley, Endicott, Gorges, and Canonicus?

8. Name Intercolonial wars; when, where, and by whom fought; and result of the first three.

9. Give names of rebellions, massacres, and revolutions, giving time of, and state or colony in which each occurred.

10. Give causes of, three most important battles in, two most important commanders on each side of the greatest struggle the colonies ever had.

11. Give time, place of, and result of the treaty which closed the last colonial war.

12. Give causes and occasion of the war for Independence.

13. Where was the first and last bloodshed of this war?

14. Name the most important campaigns of this war, including time, and give the commanders on each side.

15. Name two battles during each year of the war. When and where was the treaty signed? Give result of the treaty, and condition of the people at the end of the war.

16. Name the Presidents as follows:


17. Give (a) cause of, (b) three principal commanders on each side, (c) three chief campaigns, (d) treaty, (e) result of the war during the fourth president's administration.

18. What and when was the Missouri Compromise? The Kansas-Nebraska Bill? Omnibus Bill? By whom proposed?

19. Name the Indian Wars from 1879 to 1879 in order of occurrence.

20. Name (a) five statesmen, (one from this state and two who have been presidents), (b) three inventors, (c) three poets, (d) three historians, (e) our present governor and two previous ones, (f) the present state superintendent.


22. Give cause of, chief campaigns, and result of war during Polk's Administration.

23. Give cause and occasion of the Civil War. Give condition of the nation when Lincoln took the chair.


25. Tabulate minutely Grant's Administration.

The full term of the Law Department of Yale College will open Sept. 25. The undergraduate course occupies two years, the students being divided into two classes. Members of either class can attend the lectures of professors to undergraduates in other departments of the College whenever it is compatible with their other engagements. The graduate course also occupies two years, and is open to graduates from any law school, having the degree of LL.B., who have pursued, during at least one year, such a course of advanced study as the faculty may direct. The degree of M. L. is conferred at the close of the first year, and that of D. C. L. at the end of the second year. Particulars may be obtained by addressing Prof. Francis Wayland, Dean of the Faculty, at New Haven, Conn.

The aim of the state should be to make the public school a common school, and as it is the first place in which a child is brought into contact with the government under which he is to grow up and live, here he should first be imbued with those principles of equal justice, impartial right and perfect freedom, which it is the boast of true America to present to the world.—The State.

CURRENT SCIENCE NOTES.

—Alfred G. Holcombe has secured a patent which, according to the N. Y. Times, has solved the problem of the divisibility of the electric current for ordinary lighting purposes. Minute candles of lampblack are used instead of the ordinary carbon pencils. The inventor claims that with the less expensive form of carbon (lampblack) used in the manufacture of his points it would be possible to light a parlor at from one-fifth to one eighth the cost of gas for the same purpose. He has recently produced carbons that lasted fifty hours, and has the nearly dispensed with the trouble of renewal found to be so formidable in the Joblock kolf light. Experts speak of the invention with the highest enthusiasm. It will soon be exhibited publicly.

—The International Congress which has been in session at Paris has decided in favor of an international maritime canal of continuous level from the Gulf of Sien to the Bay of Panama.

—Professor Nordenskjold having demonstrated that there is a northeast passage, and the vessels that were to have gone to his relief having been ordered elsewhere, it is to be hoped that new efforts will be made to find a northwest passage. The New York Herald intimates that the Bennett expedition will try to do for America what Nordenskjold has done for Asia. The report of Professor Nordenskjold's adventures and observations is awaited with great interest.

—Of all the magazines published in the English language the Popular Science Monthly is the most valuable to the school teacher. Every number is filled with the most intensely interesting and profitable reading.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.

ARNOULD, Max. Mixed essays. N. Y., Macmillan, 1879. 12mo., $1.25. Entitled: Democracy; Equality; Irish Catholicism and British Liberalism; "terror under the Union accession:" A protest against Mrs. Harriet Martineau; Milton; A French critic on Goethe; George Sand. First essay was published twenty years ago as a preface to a work on "Confidential schools," others have appeared in well-known reviews.

GOODALE, G. L. Concerning a few common plants of ed. Bost. Ginn & Heath, 1879. 12mo., $1.25. (Garden for science-teaching, no. 1.)

   Given an account of the organs and "helpful parts" of plants and how these organs can be cultivated and used in the school room for the mental training of children.


   (Garden for science-teaching, no. 7.)

   Series intended for the use of teachers who desire to p. actually instruct classes in natural history; also to supply teachers given 10 teachers of the public schools of Boston; each pamphlet contains besides simple dissections and instructions useful hints as to preparing, pre-arranging, purchasing, and experimenting. The title of this pamphlet indicates in content.

HYATT, Alphonso. Commercial and other sponges. Bost., Ginn & Heath, 1879. 12mo. $1.25. (Garden for science-teaching, no. 11.)

   Account of the sponges in common use, and of their structure, etc.

MCBRIEDE, H. E. Historical exhibition, literary entertainment and amateur theatricals. N. Y., Happy Hours Co., 1879. 12mo., 50c. paper,

   15 original sketches in one or two scenes, and with five or six characters; called—Striking the blow; Using the bow; Another arrangement; Scene in the Bowmen's school; Mrs. Bolivar's quilt meeting; A wedding at the farm station; A pantaloon fight; A boy's meeting; A happy family; Uncle Sam's wars; Leaving Jonah, etc.


NICHOLS, J. A. M. D. Science at home; popular scientific essays upon subjects connected with every-day life. N. Y., R. Worthington, 1879, 8mo., 13c. each.

OKLEY, Emily S. Dialogues and conversations; designed for the use of schools. N. Y., A. Barnes & Co., 1879, 12mo., 25c.

   10 dialogues and 1 conversation mostly on instructive subjects; in simple, attractive language, and for very young chi dren; a few of the titles are: Animated geography; Preference of speech; Fancy and fear; Figures of speech; Writing compositions; What is implied in composition; Truth in writing; Fancy and imagination, etc.

PATTON, J. Harrison. The natural resources of the U. S. N. Y., Appleton, 1879, 32mo., $1.25.

   Concise account of coal and metals of various kinds; health resorts; soil; rainfall; electrical products of the soil; fresh-waters and of the sea; oceans; salines; fur-bearing seas and wild game. For the general reader or reader of limited means. To be used as text-book, 25 pages of questions being added for latter purposes.


WOOD, Alphonso, and Steele, J. Dorman. Fourteen weeks in botany. N. Y., A. Barnes & Co., 1879, 12mo., 1.25. (Text-books of science ser. 12.)

   New method, introducing the pupil at once to the study of the plant itself, by classes of observations and living specimens. A self-acting dem- onstator throughout the country, flowing in early spring, or summer, having copious application in parts and belonging to one of the most important orders. Index, pronunciation, glossary and references.


   From Julius Caesar to Victoria; in simple attractive language, suitable for a young person's comprehension; told somewhat in story form. 150 of questions for examination.
The two essays in this little book of some forty pages give a clear and thorough explanation of Grube's Method.—Iowa Normal Monthly.

Professor Soldan has wisely condensed the steps in the 160-page work of Grube, and every teacher engaged in primary instruction should procure this book and study carefully this method.—National Journal of Education.

This Topical Analysis is a fine thing.—Sept. J. W. West, Rock County, Wis.

The information gleaned from the WEEKLY has aided me very much in my school work.—John W. Custer, Parkville, Mich.

The WEEKLY continues to be a most excellent journal; no teacher should be without it.—Prin. B. F. Stuck, Sullivan, Ill.

I like the regularity, spirit, point, and practical counsel of the paper.—Prin. Erastus Crosby, Long Island City, N. Y.

REPORTS AND PAMPHLETS RECEIVED.


Department of Public Instruction, Cook County, Illinois. Annual Report of the County Superintendent of Schools, for the year ending Oct. 1, 1878. Albert G. Lane, County Superintendent of Schools.


Annual Report of the Comptroller of Public Accounts of the State of Texas, for the two fiscal years commencing Sept. 1, 1876, and ending Aug. 31, 1878. Stephen H. Darden, Comptroller.

Boston University, President's Annual Report, 1877-78. Wm. H. Warren, President.

Twenty-second Annual Catalog of the Officers and Students of the State Agricultural College of Michigan, 1878. Theophilus C. Abbott, LL. D., President. School Document No. 17. Suggestions accompanying the course of Study for Grammar and Primary Schools, Boston. George A. Smith, Secretary.


It was a Cornhill book-dealer who sent his errand-boy out the other day to procure for him a copy of The Hoosier Schoolmaster, for which he had no order. The boy wrote down the title as repeated to him, in order that no mistake might occur, but after a protracted absence returned with the information that there was not a copy in town. After some incredulous questioning the boy produced his memorandum to prove that there had been no mistake in the name of the book, and disclosed the title,—phonetically right, but literally wrong,—"Who's Your Schoolmaster?"

The people of Omaha are so well pleased with the results of Prof. Cohn's Language School, that he has decided, at their request, to open a second session there, during Lent of next year. A school will be opened in Yankton, D. T., after the close of the Omaha session in 1878, about the middle of May. Prof. Cohn will address the Missouri State Teachers' Association on the "Natural Method," Thursday, June 26, and illustrate the method by a lesson to beginners.