The Educational Weekly.

The Educational Weekly.

S. R. WINCHELL, JEREMIAH MAHONY, Editors.

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EDITORIAL:

RATHER COMFORTABLE.

The London Schoolmaster contains a pathetic account of a young lady made wretched by anticipated "surprise visits" of school inspectors, and the unreltness of the boys in her charge, deserting her post, "going away for good" and being traced along the high-road to a certain point, "where all clue was lost."

This incident should set us a-thinking whether, after all our grumbling, we are not as teachers comparatively well off in this country. At any rate the element of school inspection from official quarters is one that has no terrors for us. In comparison with our situation the state of mind of the British or Irish pedagogue is simply pitiable. The visits of inspectors there are periodical, yet uncertain as to exact date, and when the dreaded ordeal is imminent, the poor teacher spends the mornings in futile dodgings to the door and scared and anxious gazings down the long stretch of road to discover the first dust of the inspector's gig; and to what end? Merely that he may make himself a thousand times more wretched than if he had been taken by surprise.

Whether it be egotism or the self-sufficiency of perfect knowledge of our business, or the inferior insight of our official visitants that sustains us, the fact is that as a rule American teachers, to use a very American Americanism, do not care a continental for the calls of their legal or official guardians. Hence one quantity of hardship is totally eliminated from our daily labor. While the poor English, Scotch, or Irish school-master is playing the part of the watcher in Blue Beard, and his assistants are mentally ejaculating, "Ann, sister Ann, dost thou see anything coming?" the American principal is quietly attending to his business, and his teachers are as perfectly at ease as a company of elegant guests in the boudoir of a duchess. The visit of a school inspector makes incomparably less sensation in an American school than the fluttering of a fly against the window pane, or the running of a mouse across the floor.

In the matter of discipline too, we have a decided advantage. Schools with us are either very small, as in sparsely settled districts, in which the personal power of the teacher is sufficient to maintain order at a slight expenditure of nerve-force, or else very large, as in villages and cities, whose schools usually number from 500 to 1,000, and in some cases as high as 1,800 pupils, where the principal, as an able and skillful house-hand, the mome tum of the school or of the system of which it is a part, and the esprit de corps of the teachers make the discipline as smooth and easy as that of an army corps on dress parade. The fact that we do not break up our school system by denominations gives us this unity and power of action; whereas the British system of semi-public, semi-denominational schools, their method of support partly by "government grant," partly by local assessment, complicated with other means and devices, allow them to have schools neither small enough nor large enough to be governed with ease, independence, and power.

What is called no-system with us has really more momentum than the British well designed and generally well-administered system.

With us, official inspectors and superintendents are of two kinds—either helpful or imbecile. Helpful superintendents, such as Mr. Pickard, for thirteen years superintendent in Chicago, was, have no terrors for the teacher. The keen insight of

Editorial.

Prof. Reynold's article last week was rendered unintelligible by an omission. Page 325, line 24 should read, "it seems to us the conversational method of teaching German must not be wholly depended on."

Poor Prince Louis Napoleon! What an ignoble end! Slaughtered by Zulus! What rejoicings there were at his birth! What luxurious surroundings—a cradle of silver and gold in the form of a Napoleon's eagle. His birth made more sensation than the whole life of thousands of people; and now what a miserable death! He was so popular from the day of his baptism that an acquaintance of the writer's named his new-born boy Eugene Louis Jean Joseph Napoleon Bonaparte O'Grady. It is not so much his death as the manner of it that is galling. A gentleman being run over on the street, when asked if he was hurt replied that he did not care so much for the hurt, but it did exasperate him to be run over by an old swill-cart.
such gives teachers confidence that if anything is wrong, it will be pointed out and remedied, frequently on the spot, by the efficient superintendent, and if everything is right, that it will be appreciated and remembere to the purpose of making the teacher's place permanent. Such visits produce an air of confidence and comfort in the school; that will pervade it during the remainder of the term. The imbecile inspectors are equally devoid of terror to the competent teacher. They are either too cowardly to make any criticism privately, and too conscious of their own inferiority to have a public opinion, or else they are pretentious, and rush through a school as if chased by a pack of hounds, making notes ostentatiously at the several stages, casting looks of wondrous wisdom aound them, and steaming out as aimlessly as they steamed in, like a propeller looking for water.

The visits of such are, like their incumbency of office, a monstrous joke. So whether we are helped by our official superiors or have a chance to laugh at them, we are much better off than our trans-Atlantic contemporaries.

**REVIEWS.**


This little volume of 156 pages is one of a series of handbooks in Science, Literature, Art, and History, for students and general readers. These books are intermediate in grade between the so-called "primers," and the larger works in common use, and are designed as brief text-books, and for purposes of review.

This volume treats of Molecular Physics and Sound, and is to be followed by two others, "Electricity and Magnetism," Light and Heat," by the same author. The character of the work is well described by its title, "Practical Physics." The author wisely remarks that "knowledge got by the head alone is often very fleeting; whereas when head and hand learn together, the power of keeping is strengthened." To employ the hand, and thus strengthen the understanding, many experiments are given for the student to perform, and sufficient instruction to enable him to handle his apparatus with skill. So clearly are these experiments described, so pertinently do they illustrate the principles discussed, that the booklet makes charming reading for any amateur in physics. If the other volumes are written with the skill displayed in this, the series will not fail to be eminently successful, even in presence of its many competitors.

*Manual of International Law.* By Edward M. Gallaudet, Ph.D., LL.D., President and Professor of Moral and Political Science in the College of Deaf Mutes, Washington, D. C.

The above is the title-page of an exceedingly interesting and valuable work published by A. S. Barnes & Co. Writers upon international law have written for the benefit of publicists rather than for the purpose of informing the people of international duties and obligations. While this work was undoubtedly prepared for the use of high schools and colleges, it certainly merits the attention of the general reader. It would be safe to say that every citizen ought to have some knowledge of this subject. The author has placed before us in this little volume the results of his extensive research into the writings of leading publicists, both ancient and modern; and no one work on this subject covers the entire ground so completely as this. His statements of principles are followed by examples from history. Adversely, there seems to be but one point in which he is not perfectly clear. He makes a distinction between a Federation and a Confederation, and then uses the terms interchangeably—for example, "Confederate states enjoy an outside sphere of action in which they can sustain diplomatic relations with other nations, while federated states, having by the institution of a supreme and central executive power given birth to a new sovereignty, can neither form nor sustain outside relations." p. 67. This means that if the United States is a confederation, Illinois could sustain diplomatic relations with Great Britain; if a federation, the central power, or general government only could sustain such relations.

On page 68 he says, "The most prominent instance of a confederate state is that of the United States of America." Again, speaking of the Constitution of 1789, we find on page 69 the following language, "it made of the old American federation an aggregated state," etc. It will be seen from the above that he does not, in this instance, make use of language in harmony with his previous definitions. This seems to be the only fault to be found with this admirable work. For the benefit of those who may wish to know more of its character, the following general outline is presented for examination. The introduction is a "Historical Sketch of the Progress of International Law."

Ch. I. General Principles and Sources of International Law.

Ch. II. Essential Attributes of a State. Sovereignty, Independence, and Equality.


Ch. IV. Rights, Powers, and Duties of States in time of War. 1. Object and just occasion of war. 2. Declaration of war, its immediate effects. 3. Alliances. 4. The Enemy; Lawful and unlawful measures of attack and defense. 5. Rights and duties of war as regarding the person of the enemy. 6. Same as regarding the enemy's property. 7. Relations between belligerents. 8. Conquests. 9. Termination of War. 10. Rights of postlimiting and recapture.


**NORMAL INSTITUTES IN IOWA.**

Supt. Henry Sabin, Clinton, Ia.

The views of D. H. Pingrey, Esq., relating to Normal Institutes, do not apply to Iowa. In fact, his whole criticism bears upon the county superintendent, and not in any degree upon the institute system.

In Iowa, each teacher in attendance pays $1 as an enrollment fee, at the institute, and the same sum whenever application is made for a certificate. Each county is entitled to $50 from the state to aid in sustaining a yearly institute. The money thus accumulated forms an institute fund amounting, in the whole state, to $35,000. It is so guarded by law, that it cannot be applied to any other purpose. In some counties too much pressure has been brought to bear upon teachers to force them to attend institutes. But there is less of this pressure brought to bear each year, as the institute becomes better appreciated by the teachers. I think that no undue pressure is used in counties where the institutes are made really valuable. Again, it is well understood that no county superintendent can lawfully withhold a certificate, if no other reason is assigned than non-attendance upon the in-
institute. No doubt injustice is sometimes done, and favoritism is occasionally shown; but no such sweeping charges against the system of institutes, or the county superintendents, can be sustained in Iowa.

One of the most pressing questions with us is how to perfect the institute system. We need more instructors, prepared with special reference to their work in institutes. We also need a more careful and complete system of reports to be made to the State Superintendent so that we can compare the results of institutes, in different sections of the state. Then we need a more thorough supervision, under the auspices of educational agents, responsible only to the State Superintendent. These improvements will yet be brought about in our state.

We have no intention of abandoning the institute. We propose to make it more effective each succeeding year.

Mr. Pingrey undoubtedly intends his communication to be a candid criticism; but, if the last paragraph is true, the county superintendents in Illinois are not honorable men. They are able to speak for themselves. Their brethren in Iowa would like to hear from them in reference to these charges.

A RESPONSE FROM ILLINOIS.

"The institute days have come, the saddest of the year," is to the mind of a true teacher as unhistorical as it is unpoetical. A fellowship of several years with the teachers of the public schools convinces me that the best teachers look forward to the institute with delight. All are aware that there are many school girls in our ranks with aspirations after matrimony, and young men with longings for the law, or some other calling whose labor is lighter and whose income is greater than that of the pedagogue, who dislike to entertain a single thought of school or its duties during their long vacations. These do not attend the institute, but do continue to receive their certificates.

The "fact that, unless a qualified teacher attend the county institute, when she should start out to teach she will get no certificate" needs considerable qualification to make it true, and if D. H. P. will make me a visit, I shall take pleasure in showing him some choice specimens, without any fee for my services. No doubt it would be a rare sight to him, although a very common one to any teacher not blind. I was once so stupid as to think that all so-called "facts" were true, but am now thankful for my enlightenment.

That the writer should inform all the readers of the Weekly that he holds a state certificate is certainly very kind, but do all of our state superintendents approve of his motive for getting it? The Illinois School Report for the time at which our writer received his certificate shows that only about half of the counties held any institutes at all, and that the average length of those held was four or five days. Besides, it was the law about that time that teachers were given some time for the attendance of such. No wonder he could not stand such an enormous pressure. We are almost unconscious of an atmospheric pressure of fifteen pounds to the square inch, because it is counterbalanced by that of the air within, but can it be possible that the holder of a state certificate was so devoid of educational zeal as to be forced to succumb to such an insignificant pressure as existed at that time?

Let us now glance at his figures and see what kind of a figure they will make. He informs us that the attendance is often 200, and that, of the receipts which are $500, one-fourth may be given to the two instructors who as the county superintendent, and that the remaining $450 will revert to the latter. The working time at these institutes is from three and a half to five and a half hours daily, depending upon whether half or whole day sessions are held. As there are eleven common school branches and classes are usually organized in vocal music and school economy, it is safe to suppose that in an institute of that size there must be as many as four classes in each of the common school branches. We will now allow half an hour each for recitation, which will all allow to be a very short time for a recitation of a class of fifty, and the two "ordinary" assistants can not hear more than eighteen classes recite. Now if the extraordinary county superintendent can hear the remaining twenty-six half-hour recitations in five and a half hours, besides exercising an efficient supervision over the entire institute, I, for one, think the $450 or even the $500 to be a very meager compensation for such arduous labors. If D. H. P. will advertise in the _Weekly_ and furnish indisputable evidence of his ability to perform such an amount of work properly, I am sure that he will find more praiseworthy and remunerative employment than that of berating institute work.

WASHINGTON, ILLINOIS.

R. MCEA.

A RESPONSE FROM WISCONSIN.

I do not know what they do in Illinois in the line of institute work, nor do I know what kind of men they have there for county superintendents; but I undertake to say, on the part of our Wisconsin workers,—(1) that qualified teachers do get certificates whether they attend institutes or not; (2) that teachers are not discriminated against because they have not "patted the county superintendent on the shoulder;" (3) that qualification is the test, and not favoritism; and (4) that institutes are not money-making institutions for the county superintendents.

It is the business of every county superintendent to secure good teachers for the schools in his district if he can find them. We need and have had real institute work; and as many of our teachers are not able to go far from home to attend a normal school, or any other institution of learning in which they may be qualified for their work, the next best thing is to bring the normal schools to them. Will D. H. Pin grey please suggest a better agency for helping poor teachers financially and intellectually than the county normal institute? Further, if he does not wish to cover somebody with the charity of silence which is to be a wrong impression in regard to the work of many others, will he tell us what county superintendents do or have made $450 out of a three weeks' institute? Where are teachers charged from ten to fifteen dollars tuition for attending an institute for three weeks? If Illinois teachers allow any county superintendent to make $450 or twice $450 out of them in three weeks, then I say they are not qualified teachers, and they need institute work, genuine institute work badly. But really, I think that never, not "hardly ever," but never occurred.

I question whether there is a county in either Illinois or Wisconsin in which there has been more institute work done during the past three years than in this one, and I know the county superintendent has not made one cent out of such work.

These institutes have been run solely for the good of the teachers. Institute work, as well as all other school work, should be subjected to the closest criticism; but in this criticism we want facts, not contradictory facts.

In conclusion, I would say, under our present circumstances, the more institute work, the better; the best teachers in this county are those who have attended, and who cheerfully support and recommend the institute.

T. C. RICHARDSON.

_MONTICELLO, WI._

——In the interest of British science people have refrained from publicly referring to a state of things which has for some time existed, and which "Nature" in referring to the subject, calls "the evil days which have fallen upon one of the most reputable of our learned Societies." Science now is impossible, for at a recent meeting of the Council, the Astronomer Royal resigned his seat. "Nature" says: "We cannot too much regret that this Society, the traditions of which are second to none in Europe, should have been utilized for some time past by an advertising clique who have everything to gain by their connection with a body of honorable students. Other resignations are about to follow; indeed, a man of scientific repute risks somewhat in being found among the councillors." This appears to be one side of the question. What the direct issue is at the present time does not appear, but Mr. Merz has promised to supply, at a small cost, a twelve-inch refractor for the new observatory on Mount Etna. The clearness of the atmosphere at this location is the principal reason for establishing so powerful an equatorial Astronomers of other countries will be afforded facilities for using the instrument. It will be remembered that Professor Langley stated that whereas he can, under ordinary circumstances, count only six stars in the Pleiades, on Mount Etna he could count nine.

The Russian Society of Hygiene proposes to print books in white letters on a black ground, in order to check the increase of myopia in scholars.
BOSTON PUBLIC SCHOOLS.

The schools of Boston have long had a high reputation, not only for the excellent teaching done in them, but also for the admirable manner in which they are graded and managed. The city is divided into forty-eight districts, each with its grammar school and several primary schools, and each district under the direction of a principal, who is at once head master in the grammar school and responsible superintendent over the primary seminaries. This year the schools have undergone a complete revolution in their primary departments, of text-books, and object lessons by the teacher for books. There will be an exercise called "Language," which means English very properly, and which is intended to train the scholars to express in their own words what they really know. The spelling and grammar books are abolished (this is in the primary section) and correct reading takes the place of both. The spelling lesson, it may be remarked, is never so valuable as when it is a written drill, as spelling comes by the eye quite as much as by correct grammatical speech is properly taught to young children by the ear alone. Much of the time heretofore given to geography and the constant exercises in boundaries and capitals, is to be spent in natural philosophy and physiology; geography is a delightful study when rationally taught, but it may be that in Boston it has been previously undone. Instead of parsing there will be written exercises in composition, in letter writing and the arrangement of words, which may be made of great interest to the class, if they are called on to criticize blackboard work. From May to November plants will be studied by the little folks, from November to May, animals, trades, occupations, common phenomena, mythological and biographical stories, metals and minerals, by means of these teacher's talks. This is a complete change of system, and of course covers a good deal of time, as well as range, in carrying it out; and its success will depend very much upon the teacher's own ability. On all work to be done in school hours for young children, and that by fastening their attention and substituting a lively interest for the mechanical routine of text-books, it is valuable for the very young. But the older ones ought to have the bracing hard work of digging out the meaning of the sentences from this text. We have read, as we have remarked, when the lesson is reeled in other than the words of the text. The changes in the upper schools of Boston include the study of physiology, which used to be the care of a woman or the young girl and boy; it is useful to teach the future citizen and voter the Constitution of the United States, it is essential to the future men and women should know enough of their own constitutions to keep them from gross neglect or violation of the healthful laws that govern them.—Philadelphia Ledger.

The above is a rosy view of the great reformation instituted by Superintendent Eliot, of Boston. But such a thing will prove in the end a whitened sepulcher of mouldering intellects. It looks well on paper, but practically applied, it will prove un speakably irksome to teachers, and disastrous to the mental habits of children.

The central idea of the reform is the substitution of oral instruction for the use of text-books. This plan was tried in San Francisco, and a formidable oral course was elaborated. This has been cut down to very slight proportions of late, and Supt. Mann remarks, "Our present oral course is more practicable though not so pretentious as the former one." It was tried in Chicago from 1858 to 1875, and the ingenuity and determination of the best school superintendent in the world could not make a success of it. It retarded the progress of children, cultivated in them the habit of depending upon the teacher instead of relying upon their own ability, and produced in them a confusion of ideas, that a generation will not suffice to remedy.

There is not more than one teacher in twenty that can teach oral well, or in accordance with the theories of its visionary advocates. When text-books are discarded, the subject matter of the lesson must be put on the black-board and copied into oral books; for there is no accurate knowledge except what is obtained through the eye. The result is a set of awkward and inaccurate written text-books in place of printed ones; for neither the memory nor the reasoning faculty of the child is capable of grasping knowledge poured out upon the empty air. The theory of oral instruction takes for granted that the very faculties which it is the work of the teacher to train, viz.: Memory, Reasoning, and Imagination, are already in a state of consummate development. So, the pupil lolls and listens to a series of perfunctory discourses, without having time for reflection or repetition, which is the primal mode of learning, whatever we may say of the science of ed-u-ca-tion, instead of sitting and poring over his book, which act is the first means of gaining self-control, perseverance, and habits of close and continued application.

The vague ideas gained by oral instruction may be illustrated by the way in which a Chicago child described the digestive process in the cow. He took the food in an admirable and heroic manner through the several stages of its career, till he made it reach the fourth stomach, where, as he observed, "it died yesterday." After puzzling over the calamitous event for several minutes, the examiner decided that the statement was a phonetic representation of "digested there," and he marked the child perfect, since, if it had not died yesterday, it ought to have done so, and with it the system of oral instruction and all its deluding and deluding advocates.

It is not wise to prophesy; but the writer risks the following prognostication: Mr. Eliot will get on very well for one year, since a "new broom sweeps clean." At the end of another year there will be mutterings of discontent and dissatisfaction; during the next the sentiment will be intense disgust, and Mr. Eliot will then be buried in the debris of his oral course, to the depth of fourteen fathoms.

Mr. Eliot is an able, scholarly man, and a clear, forcible writer; but he knows no more about common school teaching practically than he does about watch-making, and he is no more fit for the position he holds than he would be for that of admiral of a fleet. He is at once above and below his business; above it in theoretical speculations, and below it in his ignorance of practical methods and the ability of adapting means to ends. His turning the Boston school system upside down, because he does not know what else to do with it, would be ludicrous were it not sure to be disastrous to thousands of children, and irksome and heart-breaking to hundreds of teachers. Not being a practical hand, not being competent to enter into the work of the Boston school system, he does what every incompetent autocrat is obliged to do in defense of the crime of drawing a salary, he kicks the system over, and flaunts the standard of his hobby over its ruins.

OFFICIAL DEPARTMENT.

ILLINOIS.

STATE CERTIFICATES.

DEPARTMENT OF PUBLIC INSTRUCTION.

SPRINGFIELD, ILL., June 4, 1879.

State Certificates are granted to teachers of approved character, scholarship, and successful experience, by virtue of the authority conferred by the 8th section of the School Law. The clause of said section which confers said authority is as follows:

"The state superintendent of public instruction is hereby authorized to grant state certificates to such teachers as he may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But state certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners as the state superintendent and the principals of the normal universities may prescribe. Such certificates may be revoked by the state superintendent upon proof of immoral or unprofessional conduct."

After a careful consideration of what is believed to be the true intent and spirit of the law, and consultation with the Presidents of the State Normal Universities, it has been decided that applicants for the State Teachers' Diploma should be required to comply with the following terms and conditions.

1. To furnish, prior to examination, satisfactory evidence of good moral character.

2. To furnish satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this State. The year in this State shall have been at a time not more than five years previous to time of examination.

3. To pass a very thorough examination in Orthography, Penmanship, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, Anatomy and Physiology, Botany, Zoology, Astronomy, and Chemistry.
as these are deemed essential to the highest success in some of the more recent and improved methods of primary instruction, and as most of these branches are now required for county certificates. But the examination in these subjects should embrace the rudiments of the principles only.

5. To pass a satisfactory examination in the School Law of Illinois, especially in those portions thereof which relate to the legal rights and duties of teachers.

6. To write a brief essay upon some familiar topic announced at the time.

CREDENTIALS.

In respect to moral character, the only object is to be sure that the applicant is, in this respect, worthy. No set form of evidence is required, so that the fact of good character appears. If an applicant is personally known to the State Superintendent, the fact of his being an efficient teacher may be established, with the necessary evidence that he is of high ability, in the best sense and character. In every case the testimony must be sufficient to state that—no other testimony will be necessary. If not, written testimonials from one or more responsible persons acquainted with the facts, will be required.

In respect to the length of time that an applicant has taught, his own declaration, giving the time, place, and kind of school, will be sufficient.

Touching the question of success in teaching, written testimonials from employers, or other responsible and competent persons acquainted with the facts, will be required. The evidence upon this point is vital, and must be clear and explicit.

By "three-years" teaching is meant three ordinary school years of not less than seven months each.

Satisfactory evidence relative to character, length of time taught, and success, must be furnished before a candidate can be admitted to the examination—each candidate must, therefore, be furnished with a written certificate of character, length of time taught, and success, from each employer, or other competent person acquainted with the facts, as the case may be.

By "time," it is not intended to mean merely the time that a candidate has taught, but the time that he has taught in schools where the work was conducted in the best manner known to the system of education. The time that a candidate has taught in schools where the work was conducted on a superior plan, and where the teacher was required to maintain a high standard of scholarship, will be more favorably regarded than the same length of time spent in teaching in schools where the work was conducted on a inferior plan.

IN SPECTION OF PAPERS—ANNOUNCEMENT OF REQUIREMENTS.

The examination will be held this year, August 25th, 26th, and 27th, at the following places: Chicago, Freeport, Galesburg, Jacksonville, Champaign, Alton, and Centralia.

INPECTION OF PAPERS—ANNOUNCEMENT OF REQUIREMENTS.

The examination will be held this year, August 25th, 26th, and 27th, at the following places: Chicago, Freeport, Galesburg, Jacksonville, Champaign, Alton, and Centralia.

No announcement of results can be made at the immediate close of the examination. The careful reading and inspection of several hundred pages of marked and unmarked work and methods, is to be done impartial justice to all, require several days' time. The examination papers will be placed in the hands of the Board of Examiners, who will examine and report those as soon as practicable; and as soon as their report is received by the State Superintendent, diplomas will be forwarded, by mail, to the declared by the Board to be entitled to them. Applicants whose papers are not deemed satisfactory by the Board, will be apprised of the fact by letter.

Punctual attendance upon all three of the days will be very important. The rules governing the examination will be stated at the beginning of the examination, and certain general directions given, which there shall not be time afterwards to repeat. Moreover, there will be full work for the class for the entire day, and a teacher arriving after a portion of the topics have been written upon, cannot make up for lost time, unless he protracting the examination, which will not be practicable to do.

A State Certificate entitles the holder to teach in any county and school district within the State, without further examination, or examination at the seat of learning to which the applicant may be required to attend, and the certificate shall be valid for life, or as long as the personal and professional reputation of the holder remains unimpeached. It is, therefore, not only the highest known to our system of public education, and an honor to those receiving it, but it has also an important value to all professional teachers, as the subject of the law, under which these examinations are held, specially to recognize and honor those experienced and successful teachers who have given character and dignity to the profession in this State, and to furnish to young teachers a proper incentive to honorable exertion.

JAMES P. SLADE,
Superintendent of Public Instruction.

TEACHERS WITHOUT ENTHUSIASM.—Who are the workers in the Institute? Certainly not the drones and croakers. This fact is becoming well known to school authorities. There are teachers, or rather school-keepers, who have no enthusiasm in their schools. They sit the time in and lift their salary at the end of the month. Such teachers are rarely, if ever, seen at the Institute, and when they do attend, take back seat to gossip and gossiper while the regular Institute exercises are going on. Thus it is easily seen that they have no common interest in school work. Follow them to their schools, and you find their work done in a sort of haphazard way, without system or life. Such teachers never want their work inspected. They don't want visitors, and especially if the visitors know what a good school is they a e all the more unwelcome. The teacher, under such circumstances, generally entertains them with some sort of gossip instead of going on with the regular school exercises. It is time all this class of dead-weights were shipped off, and in many places the good work of lopping off has actually begun, and if we mistake the signs of the times, the day is not far distant when we will get glimpses of the pruning-knife in our own land.—Educational Voice.
THE AMERICAN INSTITUTE OF INSTRUCTION.

The American Institute of Instruction will hold its Fiftieth Annual Meeting at Fabry's, White Mountains, July 8, 9, 10, and 11. According to its constitution, "any person of good moral character, interested in the subject of education, may become a member by paying a fee of one dollar." It is hoped that the non-professional, as well as the professional membership, will be large this year, as it was last year.

Very low rates for travel and entertainment are made for members of the Institute at this fiftieth meeting. To secure the certificate of membership which shall be good for this meeting, it is necessary to pay one dollar this year, to the treasurer.

A large building, capable of seating twenty-five hundred persons, is to be ready for use by the convention, and in this the eight sessions of the meeting are to be held. It is proposed to hold two sessions each day, from 9:30 A.M. to 1 P.M., and from 1:30 to 4:30 P.M.

A full list of speakers and subjects cannot now be given, but the following named gentlemen may be relied upon to take part: Gen. John Eaton, of Washington, D.C.; Hon. Henry Barnard, Hartford, Conn. (Subject: Neglected Children); Hon. B. G. Northrop, Secretary of the Connecticut State Board of Education; (Subject: The High School Question); Hon. Edward Conant, State Superintendent of Schools, Vermont; Hon. John Dickinson, Secretary of the Massachusetts Board of Education; (Subject: Oral Instruction); H. W. T. Harris, Superintendent of Schools, St. Louis, Mo.; Hon. John Hancock, Superintendent of Schools, Dayton, Ohio; (Subject: Piecework); Prof. C. A. Young, of Princeton College, N.J.; (Subject: Eclipse of the Sun, with Special Illustrations); Prof. J. L. Lincoln, of Ithaca, N.Y.; Principal A. C. Perkins, of Exeter Phillips Academy, N.H.; (Subject: Extremists in Education); Prof. C. C. Rounds, Principal of State Normal School, Farmington, Maine, (Subject: Educational Journalism); Prof. Judah Dana, Principal of State Normal School, Castleton, Vermont; George A. Walton, Esq., Agent Massachusetts Board of Education, (Lesson in Teaching Numbers); Principal J. W. Webster, of Hancock School, Boston, (Lesson in Writing).

Necrology—By Charles Northard, Esq., New Britain, Conn.

Singing by Mrs. Julia Houston West, Boston, and Reading by Prof. R. G. Hibbard, Wesleyan University, Middletown, Conn.

Arrangements have been made with a large number of railroad and steamboat lines to issue tickets to Fabry's and return, on the express condition that no such ticket shall be good for return passage unless it bears the stamp of the Secretary of the American Institute of Instruction, which must be obtained at the Fabry House, between July 5 and 12, inclusive. Tickets on all lines in New England which give reduced rates, and from New York City and Albany, will be good to go from July 4 to 9, inclusive, and for return on or before August 4, and will be for sale from July 1 to 8, inclusive. A full schedule of rates at hotels and for excursion tickets, may be obtained by addressing J. N. Carleton, New Britain, Conn.

THE SPRELLING REFORM.

The Bulletin of the Spelling Reform Association furnishes us the following: The following rules will simplify the spelling of very many words:

1. Omit t from the trigraph wh when pronounced as the short, as in head, health, etc., etc.
2. Omit silent e after a short vowel, as in hav, giv, etc.
3. Write r for 'in, in such words as alfabet, fantom, etc.
4. When a word ends with a double letter, omit the last, as in shal, cilf, eg.
5. Change ed to t when it has the sound of t, as in lash, impert, etc.

The Annual Meeting of the Spelling Reform Association will be held at Philadelphia, at the time of the meeting of the National Educational Association.

The American Philological Association, the only body in the country which can be said to be of any authority in the matter of language, has published a list of ten [eleven] words, in which it recommends an improved spelling. With the greater part of the list, librarians have no special concern; but with regard to "catalog," I feel that we are called upon to decide whether we shall slavishly follow the objectionable orthography of the past, or will make an effort at a time when there is every chance of its being successful, to effect some improvement. In this case the responsibility lies upon cataloguers.

The proper persons to introduce new forms of technical words are those artisans who have most to do with them. I shall therefore, in the following catalogue, omit the superfluous French us. I am well aware that the unwanted appearance of the word will be distasteful for a time to many readers, including myself, but the advantages of the shorter form are enough to compensate for the temporary annoyance. To bibliographers, who are accustomed to the German "Katalog," the effort to get used to "Catalog" should be hardly perceptible.

Since that time he has used this spelling entirely. Many other librarians have adopted and use it in their articles and correspondence. The editor of the journal finds that this influence has spread so fast that he receives more spelling "catalog" than with the us. The President of the A. L. A., having doubts of the wisdom of the change, inquired whether they be sent to a number of leading librarians, asking their opinion. The answers were so encouraging that Mr. Cutter now proposes to adopt the spelling "bibliograph." This shows how much a leading specialist may do with a little effort.

T. B. Sprague, M.A., Vice President of the Institute of Actuaries, England, has issued a monograph in reformed spelling on Dea Vaccination Afford Afford and Protection against Small-Pox. He says: "I believe that spelling reformers should use their utmost influence to get a partially reformed spelling adopted in treating on subjects of general interest, so that the public may gradually become familiarized with the idea that a spelling reform is possible." The new word fits a scientific paper perfectly.
Practical Department.

PREPARATION.

KATE BREARLEY FORD.

If I were requested by a young teacher to give “a word of advice,” and were limited to one word, I should say, “Prepare.” Prepare for the work in general, and prepare especially for every day and every class. The work of the unprepared teacher is tentative; the result, as such results must largely be, a failure.

Take the housekeeper’s place, and try the cooking of a simple dinner for a small family. The practical worker has whatever she uses conveniently at hand. The different dishes are ready in due time and order because of careful forethought, and the process seems easy enough. Now, having been only a looker-on, undertake the same labor, and what a woful product! You wasted a part of your time in searching for something to work with, and in becoming acquainted with the various implements after they had been found. You wasted a part of your strength in taking useless steps and making false movements. You wasted a portion of the materials, in that you set before your family what they could eat only in part, even if guided by a most imperative sense of duty. And how your patience must have been wasted, for there is no denying that you are sadly “out” of that commodity.

Preparation will not always bring you out victorious, but it will aid you in overcoming a world of obstacles. If you have made ready your school-room by giving it the beauty that comes from cleanliness and order, you will have prepared an atmosphere in which you will breathe more easily and consequently work more effectively, and your pupils will feel its influence all the day, though they may not be able to analyze that feeling. A half hour passed in putting the room in order, looking over the class-work, and putting on the boards what may be needed as a guide for the studies or occupations of the children, will save the half-hour, multiplied many times, for the following day.

Have you never noticed how strong you felt in yourself when, after such an evening’s preparation, you held the reins of government with a firm hand and a fearless heart, strong in yourself, because strong in that Higher Power which scorns not to work through human means? We are trusting no less in the Lord to aid you in overcoming a world of uncleanliness and order, you must be taught how to study as well as how to recite; and rests and recreations that may be needed under special circumstances ought to be available. And now what things have we left undone that we ought to have done, and what things have we done that we ought not to have done? “Faith, without works, is dead.”

QUALIFICATIONS OF INSTITUTE INSTRUCTORS.

Peter Cooper was first a coach-maker, then a cabinet-maker, then a grocer, and failed in all three. It was not till his fortieth year that he began making glue, and then laid the foundation of his fortune, now estimated at $10,000,000.

REMARK.—Some institute instructors stick tighter than Peter Cooper’s glue, to the great discouragement of their classes.

An Englishman humorously remarked that if three Americans chanced to meet, one of them, at least, was sure to make a speech before they parted. This true Briton had, doubtless, been attending a county institute, and took notes for future reference.

As an exhibition of much and powerful speaking, I will remark, parenthetically, that one of the leading educators of Missouri delivered at a county institute forty set speeches in two days, and in conclusion said that he was sorry the session closed so soon, as he had been obliged to omit much valuable matter which the teachers ought to know.

Mr. President: Think of it! Four hundred instructors, assistants and lecturers turned loose among the poor, helpless teachers of Kansas, for two months! Twelve hundred inches of tongue, and the tonguesest tongue that ever allitected humanity! See to it, Sir, that the “Society for the Prevention of Cruelty to Animals” be notified of this great outrage! Already one of your most gifted teachers has hung her harp on the willow tree, and makes this last appeal: “Take me to the top of the highest mountain peak to be devoured by vultures, or sink me to the bottom of the sea to be nibbled to death by minnows! but save me! oh, save me from being spoken to death by a one-eyed instructor.”

This fearful malady, more withering than the blast of sirocco, more poisonous than the breath of the fabled Upas, is the ghastly spectre most to be dreaded in the Normal Institutes. It throtted the county insitutes, and many of those noisy old stagers will come to the surface and ride again. Beware! Beware!

The demand is for men of action, national action. Men who are successful teachers, that know how to organize and how to teach; how to manage schools to the best advantage; men of experience in actual work in country schools, that know their wants and how to remedy them, are needed most of all to do this work.

Another essential qualification that the instructor should possess, is system. He must be systematic in all that he does and in what little he says. He needs the organizing power of a great general—to organize the first half-day and be ready for work in the afternoon—classes having been formed and lessons assigned—signals and movements practiced and explained until all understand them. —Supt. J. M. Greenwood.
E. T. D N. Z. E. N. E. R.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
Colorado—Hon. J. C. Shattuck, State Sup't of Public Instruction, Denver.
Indiana—J. M. Dekemper, Principal, Principals and Principals, Fort Wayne.
Indiana—J. B. Roberts, Principal, Principal, School, Indianapolis.
Michigan—O. V. Tousey, Sup't Public Schools, Minneapolis.
Wisconsin—Prof. S. Rockwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Sup't Public Schools, Columbus.
Michigan—R. E. Fielder, Jr., Sup't Public Schools, Howell.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, JUNE 26, 1879.

THE STATES.

INDIANA.—The Commencement season in Indiana, this year, is breaking loose somewhat from the traditional humdrum, staid, and dignified routine that usually characterizes such occasions. The State University celebrated its semi-centennial, and was revisited by large numbers of its alumni, who do not often find or take time from the busy cares of the world to return to the bosom of Alma Mater. Some changes in the Faculty are to be made which have already been announced.

Asbury is slightly muffled by a small tempest over the awarding of class honors by the Faculty. A wealthy patron and benefactor of the institution withdrew his son from the grammar school, because he was not invited to the highest seat at the feast. The trustees, in great trepidation, are reported to have sent a committee to “see” the offender, and the ambitious young man was persuaded to return. What the nature of the compromise is, and whether the Faculty will yield to the pressure, are matters not yet revealed.

Rumors of resignations, upon the strength of assurances that they will be promptly accepted, are also rife.

At Knightstown high school commencement an irrepressible conflict arose between the school board, who proposed to liquidate a piano debt from the proceeds of tickets of admission to the graduating exercises, and the class, or a portion of it, who refused to “speak in public on the stage” if it was to be a “pay show.”

The directors are understood to be in correspondence with the State Superintendent as to their right to withhold diplomas from the refractory students.

And now comes the startling intelligence that the Fort Wayne School Board passed a resolution forbidding the high schools in the gradate to receive bouquets upon the platform Commencement day. Upon the refusal of a young lady to give up to the President of the board a “tribute” that she had received, the police were called in and the difficulty thus settled without bloodshed. The President of the board came out triumphantly, and by aid of the “star, he succeeded in enforcing the “prohibitory law.” Right of the class retired from the stage, and order reigned in Warsaw.

Butler University, too, caught the infection, or perhaps had it beforehand, and she is endeavoring to shake off the heterodox element of her faculty and thus to become a Christian College indeed, both with the big and the little C. She has had the “good fortune” to get rid of Prof. D. S. Jordan, who has little or nothing to recommend him except that he is a gentleman and a scholar, the foremost ichthyologist in America, and that he has few superiors, perhaps none of his age, in other departments of Biology. Unfortunately he is not a Christian, he is only a Congregationalist. The State University has concluded to try to put up with his theological vagaries, in view of his eminent abilities as a scientist and teacher. One of the seniors, Eugene Kreider, had the audacity in his capacity of orator on Class day, to animadvert upon what he did not blush to characterize as the narrow and sectarian policy of the management in thus seeking to drive out tried and true teachers for the purpose of making places for the adherents of a sect. The young gentleman was rather too pointed and personal in his remarks, and was compelled to retract and apologize for his personal allusions he had made before receiving his diploma. It is bad just to say that the director and trustees of the University are not unanimous in the purpose thus to change its policy, and it is thought that for the present, at least, the irreconcilables have received a decided check.

All the world knows how the tried and experienced managers of the state Benevolent institutions have been made to step out to make room for the favorites of the political party now in power. Dr. McIntyre, who has been superintendent of the Deaf and Dumb Asylum for 27 years, gives place to Dr. Glenn, who is an entirely different sort of a doctor. His qualifications being that he is a “refined gentleman,” and can pull all the bad teeth in the institution for nothing. This will be a great saving to the state. It is true he knows nothing of the sign language, but by diligent application he is thought to have acquired a limited knowledge of it before the other party comes into possession. The superintendent can study the mute language along with the new matron, who will also have to acquire it before she can be of much use in her position.

She is a “dear friend” of the wife of one of the trustees.

Prof. Wilson, Superintendent of the Edinburg, Ind., (not Scotland) schools, has been elected superintendent of the Blind Asylum, vice M. Churchman, a man of National reputation as a teacher of the blind, and a blind man himself. Prof. Wilson is a “cultured gentleman,” and has taught district and village school. He is not known that he ever had anything to do with the instruction of the blind, but he has five children, (so the papers say) and he votes the Democratic ticket straight.

These few items ought to convince the outside world that Indiana is neither dead nor sleeping; indeed, since the R. R. whistling law “took,” she has done nothing but at profundum exclamation.

“Oh! sleep so more; Madbeb [Casualdral] hath murdered sleep.”

Prof. L. S. Thompson delivered a lecture on Caricature and Comic Art in the chapel of Purdue University last week, which is pronounced by the La-fayette Journal as one of rare merit. “The audience almost became frantic from continued laughter, and each hit was received more warily than the preceding one.”

WISCONSIN—Thanks to the graduating class of Beloit high school for very neat invitation to their graduating exercises to-morrow. The class numbers twelve.

W. H. Tattersall, of Peshtigo, goes to the Ohio Central Normal School, as Professor of Mathematics and Physical Science. He has taught three years at Peshtigo with fine success. Mrs. E. P. Babbit, Intermediate, and Mrs. C. E. Cawthorne, primary, retire from the teacher’s work at the close of this term.

Gen. James Bindfiff, of the Darlington Republican, makes the following searching remarks in the course of a short review of Pres. Bascom’s recent work on Aesthetics. After very justly remarking that the President is an author whose merit far outrights his reputation except among schools, he says:

“In these lectures the subject is treated with marked ability and unusual interest; and yet, in our mind, there exists an objection against the method of nearly every class-book brought to our attention, which applies with more or less force to this.

“In the uplifting of the common understanding, the attempt to keep the physical laborer and the mental laborer within haling distance of each other, which the helpful spirit of our times has commanded, there has arisen a demand for the popular presentation of every branch of knowledge. In the analyses necessary to meet this demand, it seems to us that our authors frequently elaborate their themes until the formulas through which the subject is presented have become so numerous and bulky that they bury the substance out of the sight and comprehension of the ordinary student. His mind becomes so loaded with unnecessary lumber that he fails to get a firm grip on the essential affirmations of his theme; and he floats about in aerial distinctions that have little or no significance. We believe our conviction on this point is shared by many persons in the community; and, for that reason, we prefer to state it in this connection, to the most eminent teacher and author in the state.”

A certain county superintendent says he has visited all his schools once since the spring term began, but cannot visit all of them a second time. Is it possible for any county superintendent in the state to properly supervise the schools in his charge? We doubt it. If he had competent assistants in every town who should be paid to visit each school in their respective towns once every four weeks, the whole corps might then hope to exercise such an influence over the schools as would make a fair approach to thorough supervision.

The extra money spent in that way could be profitably taken from the school fund at the terms of the schools shortened or corresponded. There are too many teachers “keeping school!” without being looked after by any one who knows more about the business than they do. The efficiency of our district schools can be doubled by competent supervision.

The Industrial School for girls at Milwaukee is going ahead at a good rate. The old indebtedness is nearly paid off, and the receipts are constant in excess of the expenditures. There are 54 inmates but most of them are too young to be transplanted to homes in the country, which await many of them.
Michigan.—Z. C. Spencer has been reengaged as Superintendent of the Tecumseh public schools.

Z. J. Junor has resigned the principaship of the Saginaw City high school.

The Fenton high school graduates enter the freshman class of the State University on diploma.

There is a movement on foot to prohibit reading the bible or holding any religious exercises in the Lowell public schools.

The commencement exercises of the Michigan Military Academy at Orchard Lake were attended by about 10,000 people from all parts of the state, drawn thither by the presence of Gen. W. T. Sherman. The occasion is reported to have been very pleasant. There were seven graduates, and General Sherman gave them a "respectable, fatherly, soldierly, and patriotic" talk.

Prof. A. H. Pattengill, of the State University, has reconsidered his determination to accept the professorship of Greek in the University of Wisconsin, and will remain at Ann Arbor.

Prof. Edward Olney, of the University, delivers an address at the Saline high school commencement, June 27.

Principal Estabrook, of the State Normal School, assists in the commencement exercises of the Brooklyn high school.

We have received from W. H. Brexley, the Detroit Evening News, a full descriptive catalog of his third annual excursion to the sea. We know of no better, cheaper, or pleasant vacation trip for teachers. Two days are allowed for attending the American Institute of Instruction at Mt. Washington, and numerous places of interest to the student of American history are visited.

The State University will admit graduates of the Military Academy, at Orchard Lake, to its freshman class on diploma, without further examinations.

The Flint school board, after a lengthy discussion on the question of doing away with the superintendent, finally settled the question by the reelection of T. W. Cray, city superintendent, by a vote of five to four. His salary was fixed at $1,500, a reduction of $100. One party favored the election of one male teacher as principal of the high school and superintendent of the entire center building, and a lady superintendent to have the exclusive superintendence of all the ward schools, both superintendents to report directly to the board, and to be independent of each other.

Under the present school law, any woman of or about the age of 21, and who has resided in the state three months, and in the township ten days next preceding the election, is eligible to the office of school inspector or superintendent of schools.

Horace Phillips has been tendered the superintendency the third year at Grand Haven, at an increase of $300 in salary. Nine graduates to-morrow.

The school statistics published in this column last week and week before may be completed as follows:

Number of months taught by males 18,144, being 89 more; Number of months taught by females 45,655, being 1,167 more. Total number of months taught 47,799, being 1,263 more. Average wages of male teachers per month $41.41, being $1.13 less. Average wages of female teachers per month $36.65, being $1.29 less. Total wages of male teachers $751,322 89. Total wages of male and female teachers $1,920,230.74, being $21,090.22 less. Number of frame school-houses 4,753 being 70 more. Number of brick school-houses 756, being 6 more. Number of log school-houses 58, being 4 more. Number of stone school-houses 82, being 1 more. Total number of school-houses 6,159, being 81 more. Number of pupils in school-houses 42,071, being 3,394 more. Estimated value of school-houses and sites $3,927,091, being $2,532,084 less. Number of volumes in district libraries 165,255, being 10,259 more. Number of volumes in township libraries 75,324, being 11,425 more. Number of volumes in both district and township libraries 243,579, being 21,644 more. Number of private and select schools 211, being 30 more. Number of pupils in private and select schools 10,619, being 1,676 more.

Kansas.—The teachers institute for Saline county will open July 14.

A county normal school will be held at McPherson, commencing Aug. 4 and continuing four weeks.

Eighty annual reunion of the Topeka high school, June 14. A fine program, arranged by Principal Thomas, was fully carried out. Mr. Thomas has been elected for another year; J. E. D. Williamson, principal of the Harrison street school; E. A. Poponoe, principal of Washburn school; D. C. Tillotson, principal of Quincy street school; L. D. Gage, principal of Clay street school.

The contract for rebuilding the Normal School at Emporia has been let to a man in Lawrence. It is to be completed by Jan. 1, 1880.

The text-book war is thickening throughout the state.

The graduates at the Emporia high school—the first class graduated from that institution.

Normal institute of Lyon county, July 7, to continue four weeks.

Iowa.—Prof. J. W. Akers, of Cedar Rapids, was to deliver the Alumni Oration at Cornell College Commencement, June 25.

The commencement exercises of the Nevada high school took place June 13. The graduating class of five were addressed by Prof. W. H. Norton of Cornell College.

Speaking of the graduating exercises of the Clinton high school, the Age says:—

"To know that the public schools of this city make such exercises possible, is worth to our people all the cost. To make the high school what it is annually shown to be, requires the best methods of teaching by the very best instructors, in every department, from the primary up to the place of graduation."

The Des Moines Register says, concerning the Republican nominee for Superintendent of Public Instruction:

Hon. Carl W. von Coelln.—The subject of this sketch is a native of Germany. He was born near Minden, Westphalia, on the 31st of August, 1839. He was educated at a Prussian gymnasmium and at the University of Bonn and Berlin. He came to America in 1865. Taught in academies in Ashtabula, Trumbull, and Summit counties, Ohio, for five years, and in 1861 became a citizen of Iowa, following the vocation as teacher first in the public schools of Davenport. He then took his seat at the head of the graded schools of Canada, Dubuque county, later filling the chair of mathematics in Iowa College at Grinnell, occupying the chair for nearly seven years, serving part of the time as county superintendent of the schools of Poweshiek county. From 1872 to 1876 he was principal of the West Side schools in Waterloo, Black Hawk county, from which place, in September, 1876, he was appointed State Superintendent, to fill the vacancy caused by the resignation of Colonel Alonzo Abernethy. In November of the same year he was elected to the office by one hundred and fifty-three thousand majority, and relected in October, 1877, being the present incumbent of the office.

The Marshall county normal institute will convene in Plymouth July 21, and continue seven weeks. Co. Supt. W. E. Bailey will be assisted by Mr. Thomas, Shakes, of Valparaiso.

The graduating class of the Mt. Pleasant high school consisted of nine members. This was Prin. Cozier's thirteenth class, in as many years. He said in a short speech that during his thirteen years as principal of the public schools in that city he had graduated one hundred and sixty-eight students, averaging fourteen a year. During all his experience as teacher he had never been stopped in the street by angry parents, had never been censured or had any trouble with the board of directors and to his knowledge had not an enemy in town. He advised all the scholars to continue in school just the same as if he was going to remain. He closed by returning his grateful thanks to his beloved friends for past kindness and general appreciation.

Dr. Thomas's commencement oration at the University was a grand effort. His subject was The Development of Character.

Iowa city employs 26 teachers and pays them $1,170 per month.

A. W. Parsons, who ran away some time ago with Burlington's school funds, was tried last week and a verdict was found against him for $35,000.

The Davenport schools close this week. Supt. Young and his corps of principals have been re-appointed for another year.

Make your arrangements to go to Clear Lake. It will pay you.

Wesleyan University holds its 25th anniversary exercises last week. A class of fifteen graduated. President Spaulding's address was very able. This institution has graduated 264 students, 40 of whom are lawyers, 30 ministers, and 13 college professors.

Supt. Speer publishes in educational department of the Marshall Republican a report of the number of tardiness in the different schools of the county. This is a very good plan.

Pres. Pickard was offered the superintendency of the Brooklyn, New York, schools at a salary of $5,000, but the offer was declined.

Mrs. Ada M. North has been elected librarian of the University at a salary of $900 a year.
The Ford county institute and normal school will be held at Paxton, commencing July 14, and continuing four weeks. It will be conducted by the county superintendent, S. A. Armstrong, assisted by Principal A. Coomes, of Poper City, Principal W. A. Wetzel, of Gilton, F. K. McMin, of Watseka, and Miss S. E. Raymond, superintendent of Bloomington schools.

Supt. A. R. Sabat, of speech county, has published, in pamphlet form, a graded course of study for the ungraded schools of his county. He takes the five readers of the schools as the basis of his outline, and thus makes five grades.

The Teachers' Institute and Classical Seminary at East Paw Paw held its Commencement June 25. There were four graduates, all of the Scientific Course. In the afternoon Hon. S. R. Wendling delivered the annual lecture. The exercises were held in a large tent on the Seminary Campus. This school had been quite successful during the past year, numbering 145 different students during the year.

The teachers of the graded schools of Edwards county have decided to make an educational exhibit at the next county fair. They have prepared a good exhibit, and invite the teachers of the country schools to follow suit. Mr. E. Balentine, after four years of very successful work in Albion, has been "starved out," and goes to Pennsylvania. Miss E. Rude, one of the most experienced teachers of the county, is obliged to abandon her work on account of ill health.

In the afternoon Mr. J. C. Campbell leaves West Salem on account of salary and goes to Bone Gap.

According to the request of the superintendent and teachers of Crawford county, Messrs. Moore and Stewart will teach their second special term of school for teachers at Robinson, beginning July 7. Prof. G. H. Gordon, last year principal of Grandview school, is employed as principal of Kansas school the coming year. J. K. Failing remains principal of Oakland schools.

Commencement exercises at Aurora high school, West Side, to-morrow. Ten graduates. Prof. L. M. Hastings, who has served as superintendent of the West Side schools for four years, now severs his connection with the schools of the city.

The closing exercises of the Decatur high school occurred this year in the forenoon. Heretofore these annual exercises have been held in the evening, but the change proved to be a success. The class numbered fifteen. Hon. J. P. Slade was present and took the place of the president of the board of education, in presenting the diplomas. Mr. Gastman will next fall enter upon his twentieth year, and Miss French her eleventh, in connection with these schools.

"Tom Moore Day" was celebrated by the Decatur high school. During the year, instead of the common rhetorical exercises, the school had five or six half days devoted to as many poets. The pupils gave short essays, a few select poems, and a large number of extracts, and took hold of these exercises with wonderful zest. Interest was added by the presentation to the school, by the classes, of portraits of Longfellow, Whittier, Lowell, and Moore, and one of the former pupils gave Bryant's portrait. These five new pictures now grace the walls of the school.

This series of poets' days closed on the centennial anniversary of Moore's birth. The exercises for that day were entirely under the management of Miss S. A. Judd. Her pupils covered the blackboards with selections from his writings, while one drew, in crayon, his cottage, and another a harp. Behind the desk was a novel inscription. Resting upon a white back-ground, in the shape of an arch, was the poet's name, and beneath the inscription, 1779, May 28, 1879. All of the letters and figures were cut from red which was covered with shamrock. Above hung Moore's portrait, draped with the green flag of Ireland, with the harp conspicuous.

C. E. Mann resigns his place at Geneva, and will engage in the practice of law. W. H. Downie, of St. Charles, is his successor.

Five graduates at Morris high school.

The Elgin board of education has made the following changes in the pay of the teachers for the coming year: The year is lengthened from nine to ten months, and teachers for the ensuing year employed. Superintendent, $1,000, instead of $1,100, as last year; principal of high school, $750, instead of $700; assistant of high school, $500, instead of $450; first grammar, $350; second grammar, $250; third grammar, $200; fourth grammar, $150; fifth grammar, $100; all intermediate and primary teachers, of two years' satisfactory teaching, $350; of one year or less of satisfactory teaching, $300.

Ohio.—The Board of Education of the city of Cincinnati have been discussing the question of economy, and the majority seem to think wisdom directs that the small and meager salaries of the teachers of the public schools should be cut down. They are much like the wise men of some cities in this state, who fill like positions, and are willing to force teachers to the lowest possible point that can be reached, without starving them, or driving them into some other business for a livelihood. The minority report of the Cincinnati Board makes some very sensible suggestions. It says:

"While we believe a reduction of salaries injurious to our schools, we would recommend that the board should take more care to secure in all cases a due return for the wages paid. Let those teachers who, from lack of energy, ability, or physical endurance, are unable to perform the very highest grade of work, be once dismissed, and their places filled with skilled, energetic, trained professional teachers."

The old belief that anybody having an education was fit to teach is too often practically carried out nowadays to the great disadvantage of our children and schools. No profession or occupation demands for the discharge of its duties a better and more special talent and training than that of the teacher. The old maxim says, "It is hard to unlearn what we have learned amiss," and it is true. It should be the pride of every city and state to call to the position of teachers the best and truest men and women. But such people cannot be kept in the ranks as teachers upon starvation wages. The question of wages is more or less an estimate of the importance of the position in the public mind. The question of good or bad schools is one in which the entire community is interested.—Chicago Inter-Ocean.

Fifteen graduates in the Late course, two in the German, and eleven in the English, at the Newark high school, June 29.

M. W. Beacom, class of '79, Oberlin College, has been elected principal of the Richfield high school.

Twenty-five gentlemen and seven ladies received the "A. B.," on June 11, from Oberlin College.

The Summer Institute of the Ohio Central Normal School, at Worthington, will begin July 7, and continue six weeks, closing with graduating Exercises of Senior Class, August 15. This Institute will be a continuation of the spring term, in which, in addition to regular recitation and reviews, will be added several Courses of Lectures by the "State Board" and others. The Kindergarten of little children, and Training-class of Ladies, under the direction of Miss Ogden, will be in session during the entire term, affording an excellent opportunity to those who may wish to witness the practical workings of this system. The faculty of this institution is to be increased by Prof. W. H. Tibbals, of Wisconsin, a teacher of experience and ability.

The Rev. A. C. Hirt, pastor of Wesley Chapel, Columbus, has been invited to the Presidency of the Du Puw Female College, a Methodist institution at New Albany, Indiana.

A Lebanon paper says that at a recent teachers' examination in that place, "George D. Prentice's 'Thunder Storm' was read, and the applicants were asked for information regarding Prentice. One replied that he was an English author, another thought he was something else, and few knew whether he was dead or not. The teachers ought to read up on biography." After this, it does not surprise one to read that one third of the applicants were rejected.

The annual report of the Lebanon schools shows a total enrollment of 356 girls 953, boys 251. Average monthly enrollment, 451; average daily attendance, 394: percentage of attendance, 88. Promoted during year, 335; remaining at close of year, 413.

The summer institute of the Medina County Teachers' Association will be held in Medina, August 11 to 15.

KENTUCKY.—The next meeting of the Kentucky Teachers' Association will be held at Danville, beginning Tuesday, August 12, and continuing three days.

Prof. J. D. Pickett, Professor of mental and moral Science and of modern Languages in Kentucky Agricultural and Mechanical College, has been nominated by the Democratic Party for Superintendent of Public Instruction.

The Eclectic Teacher will hereafter issue only ten numbers a year.

NEBRASKA.—The County Superintendent is elected by the people for a term of two years. Compensation $3 to $5 per day. Examines teachers, grants certificates, and visits schools. Advises teachers and school officers. Holds county institutes and lectures on educational subjects. Appoints county school funds to the separate districts. Forms new districts from unorganized territory, and changes old districts upon petition of parties interested. Gives notice of first school meeting to organize new district. Appoints school officers and locates school houses where districts fail to do so. Divides property when new districts are organized. Makes annual report to State Superintendent.

The Permanent School Fund consists of proceeds of sale of school land, escheats, and all gifts to state not otherwise appropriated in.
The Educational Weekly.

CHICAGO NOTES.

During the past two weeks an admirable game of see-saw was played in our Board over the optional studies by Messrs. Prussing and English, with Mr. Wells acting as candle-stick. Last week the studies went up by the weight of Mr. Prussing's argument which was one of the ablest expositions of the subject we have read for a long time. This week in an argument quite forcible and cogent the studies of music, German, and drawing suffered considerable depreciation at the hands of Mr. English. There was some special pleading on both sides and Mr. Wells as candle-stick won the game.

No doubt it is an outrage that teachers have had to wait five months for their pay, and as unnecessary as it is outrageous. But let the blame rest where it belongs. The truth is that ex-Mayor Heath and the now happily ex-Comptroller Fairwell refused to attach their unknown and insignificant names to any scrip that might circulate after their term of office; so that these little names were of any more consequence than the rags of which the paper is made, or the shape of the female's nose in the vignette. Hence the delay. If Mayor Harrison chose to be as captious as his predecessor he would not sign any scrip earnest during Heath's administration. Then we would be in a pretty pickle. It is not more than simple justice to say of Comptroller Gurney that he has hurried the issue of scrip as much as possible. He has been at his office at 4 A. M. to hasten the issue, and though a subaltern, he has worked Sundays in the good cause. If the latter article the writer will cheerfully assume the same item for himself. Although it is a breach of the decalogue, it is also one of the corporal of mercy to take measures toward feeding the hungry on the Sabbath day. Indeed, if that scriptural article were in a worse pit than we have for months we should like to see the animal trotted out.

We cannot believe that the delay was unnecessary. Our Board might have got a mandamus to compel the ex-comptroller to sign the teachers' pay rolls, and it is a great pity that our Superintendent is not a little heavier and stronger so that he might have sided Heath and Fairwell by their respective polls and knocked their surrounding foreheads till they should consent to issue the teachers' scrip.

PUBLISHERS' NOTES.

—We have tested several kinds of oil stoves, and find that "The Improved Adams and West Lake Wire Gauze Non-Explosive Oil Stove" is excelled by none. It is guarded every way. The oil cannot spill over, neither can the inflammable gas come in contact with the flame, therefore we judge it less hazardous than the rags of which the paper is made, or the shape of the female's nose in the vignette. Hence the delay. If Mayor Harrison chose to be as captious as his predecessor he would not sign any scrip earnest during Heath's administration. Then we would be in a pretty pickle. It is not more than simple justice to say of Comptroller Gurney that he has hurried the issue of scrip as much as possible. He has been at his office at 4 A. M. to hasten the issue, and though a subaltern, he has worked Sundays in the good cause. If the latter article the writer will cheerfully assume the same item for himself. Although it is a breach of the decalogue, it is also one of the corporal of mercy to take measures toward feeding the hungry on the Sabbath day. Indeed, if that scriptural article were in a worse pit than we have for months we should like to see the animal trotted out.

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SUMMER SCHOOL OF ELOCUTION, By S. B. HAMILL, Author of The Science of Elocution, Will open June 10, 1879, at 710 W. Monroe St., Chicago, Ill. Pupils prepared for Teachers of Elocution and Dramatic Reading. School for three weeks in June, 1879, will close June 25. Improvement of voice and diction is the basis of every course of lessons and program of the principles of expression. CHICAGO SCHOOL OF ORATORY. First term of six weeks opens March 1st. Two terms each year. Eight departmental teachers are made up in the following order: 

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