The Educational Weekly.

The Educational Weekly.

EIGHT DISTINCT EDITIONS.

S. R. WINCHELL, JEREMIAH MAHONY, Editors.

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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, for $1.00 in advance.

There are two kinds of promptness in school work, one of which orders the timely beginning of an exercise, and the other the closing of the same at the proper moment; and it is a question to the thoughtful mind which is more injurious to the well-being of the school and the habits of the pupils, dilatoriness in the opening of school or dawdling at its closing.

The bishops of Belgium have excommunicated the teachers in the schools organized under the new state law. Let our fellow pedagogues of Belgium take no care on this account, for the Weekly has already absolved them in worse Latin than the Bel- gian bishops could possibly muster for the ceremony of excommu- nication; and, as the whole business is a mere matter of clerical bad blood and bad Latin, it is of little consequence anyway.

The money used in stopping a hole in a Dutch dyke is but a small matter compared with the cost of repairing the damage that an inundation would cause. So the money spent in educating the people is but a trifle compared with what it produces in wealth and saves from the ever-pressing tides of ignorance. The medi-eval description of life—the journey of a culprit from the prison to the place of execution—would naturally put a check on enterprise; but the modern view that life is a struggle for ex-istence is strictly true and encouraging to the brave of heart. Nations have their life as individuals do, and likewise have to struggle for it, and in this struggle there are many weapons of offense and aggression—industry, commerce, agriculture, war,—but there is but one coat of armor against ignorance, bigotry, superstition and sloth—and that is education.

The fiftieth annual meeting of the American Institute of In-struction took place this year at Fabyan's, White Mountains, N. H., July 8-11, and that of the National Educational Association at Philadelphia, on July 29, 30, and 31. Both meetings were eminently successful. The leading educators of the Union were well represented and the papers were of a high order of literary and educational merit. It would be invitous to specify any among them as being especially valuable where all were so good, and as for giving synopses of them, such a task would be prejudicial to the papers and unsatisfactory to our readers. Ours shall not be the task of winnowing clean grain. Moreover, the "occasions are now past" and placed on file, and the Weekly, profiting by the experience of Orpheus in Hades, will never look back.

The salaries of schoolmasters should be such as to compensate them for the business and political disabilities they labor under. An amendment to the constitution was thought necessary to the political and social freedom of the negro that civil rights and suffrage might be guaranteed; but what will guarantee the political rights of the school-master? Cabined, cribbed, confined, he doubts if his soul is his own, even when he believes he has one. At the confirmation of Board members in this city recently twenty-five janitors were present, lobbying, and not one school-master dared to put in an appearance. The fact is that the janitors rank as men, and the school-masters as women. In coun-
tries of the East the eunuchs enjoy great social and political privileges. But what do the pedagogues of Yankeeland enjoy as a reward for being intellectual eunuchs?

Shall pupils be taught to be civil? At Tingewicke, England, recently, the master of a school was called to account by an Inspec-
tor for having trained his pupils to rise upon the entrance of a stranger, as an act of courteous recognition. In Catholic schools all the world over, we believe, such recognition is given upon the entrance of prelates and dignitaries. In the public schools of this country, however, there seems to be a disposition to make children methodically rude, since they are taught to ig-
nore absolutely the entrance of all visitors; and some educators have the hobby of preventing children from indulging their insti-
ngs of native politeness by merely looking up. This, it would seem, is going too far. It is the British snob that prides himself upon ignoring the presence of strangers. And surely there is rudeness enough learned in the streets of our cities without having the same quality cultivated in the schools. It is one thing to stare, and quite another to raise the eyes in a single respectful glance. It is one thing to make genuflexions of servile homage, and another to politely acknowledge by a modest look the presence of a distinguished stranger or official visitor. It is for-
tunate that the days of specifying by every prosy old codger who might enter a school-room are of the past. If visits of out-
siders were frequent, children would learn to disregard them, and go on with their work like hands in a factory. Teachers, too, are right in disliking to have the order of their exercises inter-
rupted, and such teachers as change the program for a show per-
formance upon the entrance of a visitor, should be speedily shown the door of their professional exit. But now-a-days, when the appearance in our large city schools of an official guardian is as rare as a comet and almost as rare as the conjunc-
tion of our superior planets, the least the poor children might be allowed to do is to look up at him, when he comes.
SHALL MARRIED WOMEN TEACH?

THERE is considerable discussion in England on the question of the policy of retaining women teachers in the public schools after entering into the state of matrimony. Those in favor of "Married Schoolmistresses" present good arguments and make a fine showing of results accomplished by their favorites. Those opposed advance as their strongest argument the tendency of such teachers to increase the population and the consequent unkindness of which they are guilty in neglecting their own offspring for the benefit of the children of others. Indeed, if the element of reproduction could be eliminated from the equation, the problem would be solved, at least, in England. Doubtless an inter-national conference on this subject would be productive of much good to the profession. At least the too apparent tendency in this direction might be discouraged, for there are decencies to be preserved even in the school-room. Their American sisters might give the English "married mistresses" many useful hints on this subject, for the charge in this country is not that women teachers swell the census, but that they have a failing for marrying shiftless husbands, who act on the theory that they [the husbands] can almost support themselves, and that it would be a poor specimen of a school ma'am that could not do a little in that direction.

But seriously, as the country grows more densely settled, this question will be an important one, and there is much to be said in favor of married women as teachers. Young teachers are too often uncharitable in their management of children. The more undisciplined they are themselves, the severer they are in the treatment of their pupils, whereas matrons have a feeling of sympathy with children and a disposition to treat them kindly. Marriage, to a woman, is an experience equivalent to a trip around the world to a man. It is in the order of nature, and has in the great majority of cases a good influence on her character. But a state of hopeless maidenhood is one attended with much danger to a woman's disposition. One with an original desire to please the opposite sex, who falls into despair of doing so, is apt to be a hard customer to deal with. And yet it will not do to generalize. Marriage spoils many a good teacher as well as does crossing the Rubicon of hopeless maidenhood; and moreover as no one believes that she is doomed to perdition or even can realize that he will some day die, so the Rubicon of old maidenhood is a line that few women consciously pass. We had once a teacher that was very good while the wife of a railroad man, but turned out quite worthless when she slipped him and married a clergyman. But it will not do from this to argue in favor of the wives of railroad men as teachers against those of clergymen. Besides, there is no state of life more serene than that of dignified, serene, self-poised, independent maidenhood. The giddiness of youth is gone, and a calling can be pursued with a devotion and thoroughness and singleness of purpose incompatible with any other condition of life save that of a religious order. And to an unbiased observer the character of a zealous public school teacher is more admirable than that of any religion under the sun.

—The Michigan Military Academy, at Orchard Lake, is one of the growing institutions of the Northwest. Its graduates are now admitted to the University of Michigan without examination. It has received the approval and commendation of the most prominent military men in the United States, as well as the leading citizens of the state of Michigan.

ON AGRICULTURAL COLLEGES.

PROF. WM. F. PHELPS, WINONA, MINN.

What is the matter with our great agricultural colleges? They do not seem to turn out farmers to any considerable extent. Cornell University, which grew great upon State aid for the agricultural course is professed to teach graduated seventy-one students on Thursday, but not one in the agricultural course. Since the date of its foundation it has not averaged five graduates in agriculture. We have more men in the professions now than society know how to support decently. We need men to plow, and fewer pill peddlers; more men in the harvest fields, and fewer at work on briefs, encouraging litigation and discord. The subject is one which deserves the attention of parents and educators. We need more A. B. and A. M. farmers, and fewer little a. b. lawyers and small m. d. doctors. Take your diploma, young man, go west, take off your coat and go to work. Health, wealth, and happiness can be dug more surely out of the ground than it can be obtained in the uncertain contest of professional life.—Inter Ocean.

The foregoing paragraph from a recent issue of the Inter Ocean indicates, with other signs of the times, that we are beginning to realize the outcome of one of the most impracticable education ventures of modern times. There never was a more beneficent grant, so far as its intention is concerned, made in the interests of the masses of the people than the so-called Agricultural College land grant. But we venture to add that in our humble judgment no bequest was ever worse misdirected, in view of the objects contemplated. While the disposition of this splendid patrimony was under discussion years ago, we raised our feeble voice in favor of such employment of it as would indeed insure to the benefit of the "industrial classes" in obtaining an education and fitting them for the pursuits and avocations of life. We insisted then as we insist now, that the only plan upon which its true objects could be realized was to use it in connection with our system of public instruction, our normal and public schools, in which both-the masses of the people and the teachers of the people are educated and trained at the public expense.

We insisted that to deliver the grant over to the sectarian colleges, or to the grand university schemes that have been partially founded upon it, was simply to defeat its real objects; but practically using it for the few rather than for the many. We claimed then the logic of time and events is proving now, that only the few and not the many ever get into the colleges and universities, and that of those few almost none ever go back to the farm or the workshop, and hence they do little or nothing for the promotion of agriculture and the mechanic arts. We insisted then and insist now, that in order to reach the masses with that kind of knowledge which to them is of most worth, we must combine with it the art of teaching, so that the knowledge thus conveyed to the few would by them in turn be carried into the common schools, and thus to the doors of every citizen.

We should have had a system of training schools of various grades, in which the branches provided to be taught should have formed the basis and the superstructure of the course of study, and superadded to which, the science and art of teaching should have formed the crowning work. But these ideas were ignored. Imprecious colleges and ambitious university schemes pulling the wires of the caucus and the legislative assembly, grasped the prize and have thus far succeeded only in proving that they know just how not to do it!

Grand courses have been organized, work-shops have been set up in some instances, and a tremendous paper show has been worked up, but no farmers or mechanics are graduated and precious few of the industrial classes ever seek the high grade of instruction ostensibly provided for them. The truth is, the grade
is too high and the few who take these courses are among the last to go back to the drudgery of the farm or the toil of the workshop; they seek more congenial and more remunerative employments. They go to swell the ranks of the over-crowded professions, and the industrial classes are left to whittle for their share of the Agricultural grant. What we wanted was a gradual system of scientific teaching, beginning in the lower schools with the more simple elementary truths and advancing step by step to our high and normal schools with that kind of knowledge which is of most worth. Our industrial classes need an education befitting their condition and circumstances, beginning with their school days, and continuing until they pass into active life. Those who cannot get the higher forms of scientific truth, ought not therefore to be denied those of a more simple and elementary sort.

We hold that the two great overshadowing interests of our age and country are education and agriculture and that the two should be combined in and from the primary school to the summit of our system, whatever that may be. The world is to be elevated by teaching. Agriculture and the mechanic arts, if elevated at all, are to be elevated by and through teaching, and not by sending out here and there an educated farmer's son to enter the ranks of the other professions. With nine-tenths or more of our population belonging to the industrial classes, we never expect to see their interests promoted to any appreciable degree by the indirect and impracticable method now so unfortunately saddled upon the country.

With our systems of public instruction, our state superintendencies, and too frequently, our normal schools controlled by clergymen who know more of mediaeval theology than of modern education, and who have a greater love for the chicanery of the demagogue than for the interests of the people, there is a poor prospect of bringing our school system in harmony with the true spirit of the age or the real needs of the country. We hope the Inter Ocean will let its voice be heard in favor of educators for the educational offices, to the end that our schools may not be perverted from their true design of giving to the people an education in harmony with their wants and prospects.

THE NEW WEBSTER'S UNABRIDGED.

The first question to be answered is, In what respect does this new edition differ from the preceding? Is it a revised and corrected edition? Or is it simply enlarged? The careful reader or student of English literature, the author or editor of to-day, the progressive school teacher, and every body who takes pride in a correct and effective use of the English language is interested in knowing just how far his Webster of last year is defective—just how far it may be relied upon in speaking and writing. If the "new edition" is a revision of the old, it is important to know it, and just how far such revision extends.

As far as we have been able to discover, there is no claim made by the publishers to any revision or correction of previous editions; they announce simply a Supplement. The pages of the old dictionary remain substantially the same as before. This Supplement contains two main features: 1. Over 4,600 new words and meanings; and 2, A Biographical Dictionary of over 9,700 names of noted persons, ancient and modern, including many now living. The new words are such as have first appeared in books and newspapers since the plates of the previous edition were completed, about fifteen years ago, whether these words are in common use, or are confined to certain classes of people, or to the technical and scientific schools. Many of them are of doubtful character, and will probably never receive such distinction again as to be published in a great English lexicon. The supplemental form favors their publication here as a tentative measure. With this they will die, and it will be so much the better for the language and the dictionary. Americanisms are becoming too prevalent, there is too free a license in their manufacture and use, and it may be a just ground for censure of the publishers of our great American dictionary that they lend its pages to the perpetuation of these terms, instead of excluding them and thus helping to stamp them out of existence. There are certain rules and principles for the formation of new words, and it is a mark of literary progress among us that there are so many new and desirable words formed every year by American scholars and writers, but there are also very many deformed and soulless words which quacks and hoodlums have thrown out, and which occasionally find adoption among the semi-educated. If tolerable in a supplement to an unabridged English dictionary, they can never be tolerated in the book itself. Where they are they help to count, and that has become a consideration with dictionary makers. Certainly the publishers of Webster are now far ahead on that score. They have the biggest book in the world. It is said to contain, by careful reckoning, more matter than 75 12mo volumes, such as sell for $1.25.

This new dictionary is, next to the Bible, the most desirable book in the English language. It is a library in itself, as has often been said. It contains fifteen valuable volumes, nearly every one of them the best of its kind.

I. Memoir of Noah Webster, by Chauncey A. Goodrich, LL. D.
II. Brief History of the English Language, by Prof. James Hadley.
III. Principles of Pronunciation, with Websterian Key, Diacritical Marks, and explanations; and a list of over 1200 Words differently pronounced by eight different Lexicographers.
IV. Orthography, and Rules for Spelling Certain Classes of Words, and a list of over 1500 Words spelled in two or more ways.
V. A Vocabulary of over 18,500 Words and Meanings,—about 15,000 not found in any other English Dictionary.
VI. Explanatory and Pronouncing Vocabulary of the names of Noted Fictional Persons and Places. Including also, familiar Pseudonyms, Surnames bestowed upon eminent men, and such analogous popular appellations as are often referred to in literature and conversation. This occupies over Fifty Quarto Pages, but will probably be subjected to revision and enlargement in the course of a few years.
VII. Pronouncing Vocabulary of over 4,000 Scripture Proper Names, to which is added over 1,200 from the Anglo-Catholic version.
VIII. Pronouncing Vocabulary of over 1,500 Greek and Latin Proper Names.
IX. Explanatory Index of over 400 Prefixes, Terminations and Formative Syllables in Geographical Names, and these followed by a list of over 500 Geographical Names, with their derivations and significations.
X. Pronouncing vocabularies of about Ten Thousand Modern Geographical Names.
XI. A New Biographical Dictionary of over 9,700 Names of Noteworthy Persons, Ancient and Modern, including many now living, giving the Name, Pronunciation, Nationality, Profession, and Date of each.
XII. Pronouncing Vocabulary of about 700 Common English Christian Names, with their Derivations, Signification, and Diminutives or Nicknames, and their equivalents in several other languages.
XIII. Twelve Large Quarto Pages of Quotations, Words, Phrases, Proverbs, and Colloquial Expressions from the Greek, Latin, and Modern Languages, rendered into English.
XIV. Abbreviations and Contractions used in Writing and Printing, followed by the Arbitrary Signs used in Writing and Printing.
XV. A Classified Selection of Pictorial Illustrations, occupying 72 large Quarto pages.

One feature of the Supplement of new words and meanings may perhaps be said, to be a revision of the previous edition; that is the addition of new definitions to words previously defined; as, for instance, the obsolete meaning of "courage"—disposition, temper, spirit; the rare and poetical use of the noun...
"creep"—the act or process of creeping; and the New England provincialism, "creepier"—a term used to signify a three-legged frying-pan or spider. However, the new meanings are by no means all of such doubtful value; some are supplied as acknowledged omissions in previous editions, and some as new meanings which have arisen within a few years; as "cradle," a machine used in washing auriferous earth; "corner," (in wheat, for instance); "cooperative," as a cooperative store, and many meanings purely scientific.

The new dictionary, then, is a desideratum, but not a necessity to one who has the old. To the young teacher it is a university, where he may obtain an education—it is simply indispensable to his intellectual growth and education. The first money spent for books should be invested in this magnificent volume. There is no other upon which so much critical study and such general assistance from American scholars has been bestowed; it is the great American publication; it belongs to us all, and all should have it at command.

A well-known author, who, in writing a treatise on political economy, taught that few improvements were made in agricultural implements because it was the design of the Creator that a large proportion of the human race should, for moral reasons, be tied to the land and compelled to subsist by tilling the soil by means of elbow-grease and sweat, was a solemn old owl. What would he say of the farming implements of these later days? How would he get the Creator out of the false position in which his philosophy has placed Him? But we still have short-sighted persons who plan the destinies of mankind and postulate the character of the Creator after the blindness and littleness of their own minds—people who object to a higher education because it renders the possessors thereof dissatisfied with the condition of life for which the Almighty intended them; because it unfit them for industrial pursuits and gives them too high notions of the aims and possibilities of human life. As if people will not be poor enough and ignorant enough without any system making them so. "The poor ye have always with you." If you advertise for an assayer of ore you may get five applications; but if you advertise for men to dig the ore you will get 5000. And yet we hear people complain that the schools are making deserters from the ranks of labor. It is education that opens fields for labor. It is education that directs and governs labor. And the more labor is concerned with the soil and with what is under the soil, the more is education required to make that labor easy and fruitful.

In country districts the people at large as well as the children are to be educated. The greatest obstacle in the way of enterprising young teachers is the unwillingness of the old folks to allow a good school to be kept. County superintendents can not raise the standard above a certain degree because rather than pay the higher price demanded, the trustees will close the school. It is not well to be too radical in introducing new improvements. A number of children with steady pulling will swing around a "huge anvil" that balls from a Krupp would shatter without swerving; and in breaking raw prairies it is not well to plow too deep at first. An additional inch in depth each year for a few years is found to be more advisable. While on the subject of agriculture it may be well to observe that people in the West are turning from the raising of hogs to that of sheep as the more profitable investment. A pound of palatable mutton does not cost any more for the feeding than a pound of greasy pork, and the value of the wool is incomparably greater than that of the bristles. But in the rearing of their children they are not so progressive, but still persist in believing that economy consists in coarseness, and that school directors must needs be donkeys.

Discontinuing the higher studies in the public schools will prove the foundation of caste, the most oppressive element in the social constitution of the Old World. Wealthy people will have their children highly educated, but except at general expense the poor cannot do so. It is the high school and the high school alone that has preserved a democratic sentiment in the older and more opulent sections of this country. With that abolished one generation would be sufficient to array the people into two hostile parties more antagonistic to each other than any that have so far appeared in our history: Education and Wealth vs. Poverty and Ignorance. Webster prayed that he might not see the Union broken up into jarring fragments; but there is scarcely a board of education without a sneaking demagogue who, had he his way, would not divide society into sets and produce a Brahmmin caste more odious and far less respectable than the aristocracy of Europe.

It is noticeable that all our small-bore literary ladies use their maiden names in the signatures to their productions. From Harriet Beecher Stowe, Rebecca Harding Davis, and Julia Ward Howe down to Caroline Crockery Crinkle, they all affect the same style. When the maiden name or the whilom owner of it amounts to something the thing is tolerable, but when the name of the writer or of the production does not amount to a handful of musty shucks the practice is ridiculous. It is peculiarly the mode of writers for children's magazines who in that capacity should at least by implication acknowledge the existence and rights of fathers. The idea of course is to prevent the individuality of the wife from being merged in that of the husband, and so the latter's name is, as it were, attached. Why not put it in brackets, or drop it entirely as actresses do? Or, to go to the logical conclusion, why not drop even the husband a la Sarah Bernhardt? As Artemas Ward said when all the war songs referred only to "mother," we believe in giving the old man a chance.

While not encouraging a formal elaborate, oral course, the Weekly would recommend the systematic presentation to children of the facts of general and interesting information, so that they may not leave school totally ignorant of worldly affairs. It is a good item to give the names of the more prominent national, state, county, village, and township offices, and some of the duties attaching therunto. It is, however, not advisable to burden the memories of children with the names of the contemporary incumbents. We question too the value of memorizing current events as a school exercise. An English course is quite sufficient. The news of the day is more properly discussed at the corner grocery. Who got a fair idea of the Civil War by reading the partisan newspapers? History when taken should be filtered.

The Irish University Bill now certain to become a law, stated in a nutshell, provides for the examination of applicants for university degrees, but makes no provision for the preparing of Catholic youth for that self-same examination. As Bill Allen of happy memory would say, "It is a d—barren idealty."
Difficulties to be overcome should be approached indirectly. We have St. Paul as a witness to the folly of preaching. The principle of contrariety so strong in some children may be used to accomplish good results. In a city where the attendance averaged only 85 per cent, a rule was adopted suspending temporarily children who absented themselves for any cause other than sickness six half days in four consecutive weeks, and in a few years the attendance rose to 95 per cent. Thus children were kept in school by a feint to keep them out. In like manner if a child plays truant three or four times, if you request him to continue in that course so that you may be relieved of his presence the chances are that he will not stay away another day in a year lest his doing so might please you.

REVIEWS.


The plan of the author of this work was to produce a concise history of the United States that should not be "dry." Acting on the theory that nothing is so successful as success, the author has carried out his plan regardless of personal reputation or artistic finish, and produced a work that is bound to sell and sure to be read. The style is often turgid and the mass of footnotes is out of all proportion to the text, yet there can be no doubt that it is a very available book for schools. Every incident is so related as to have a central striking anecdotal and biographical foot notes, the work contains 189 paragraphs of questions for class use, 200 questions entitled "What is it?" appears, and the answer is printed to correspond. Then follows a page of names of the same objects in different order without cuts, for review. Lessons with the same objects colored follow with appropriate phrases, as: "a red box," "a black hat," etc. Next comes a series of lessons in which an action is predicated of the object, followed by reviews of the same sentences without the cuts. There is no question that this is a means of learning to read in a very easy manner, the only danger being that the plan is too helpful. In the more advanced lessons of the book the matter, by means of questions and answers, ingeniously framed, brings out the proper expression involuntarily from the child, without the need of imitating the teacher.

A good start having been made in the First, all that is required in the Second is appropriate matter and proper grading. These ends are admirably accomplished. The matter is in all cases interesting and in most instructive. The illustrations are fine in most instances. True, the chromos are not always up to the highest style of the art, but they are strong and expressive and suitable to that stage of the child's taste which craves something a little "loud."

The matter in the Third consists of dialogues, descriptions, narratives, and poems, in very good proportions. The illustrations present natural scenes, plants, and animals classified. The instruction in facts and morals and manners is incidental rather than formal or obscurant, and so it is both interesting and efficacious. The proper grading still prevails, and the cuts in this book, both plain and chromo, are fairly beyond unfavorable criticism.

From the size of the last book it might appear that there is a jump from the Third to the Fourth; but such is not the case, as must be acknowledged upon an examination of the matter. Yet, though it dovetail nicely into the Third, it is a compilation of extracts from standard authors and is dignified and elevated in tone. Only four pages are given to the directions for reading, and yet no essential guiding principle is omitted. On the whole, the series is a credit to western talent, tact, and business enterprise.
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practical illustrations in reading lessons. Rarely have we met

pupils would exclude certain selections better suited to mature

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be easily comprehended, and the reading exercises used to

sentences. This is done so satisfactorily by both analysis

and guidance of a native teacher, acquire all the elementary


standard literature of the French

This elementary work, gotten up on the plan of Dr. Otto’s

French series, seems to contain all that is necessary for acquiring a

practical knowledge of the language of La Belle France, both

for reading and conversation. The rules are so simplified as to

be easily comprehended, and the reading exercises used to illustrate

them are at once so practical and interesting to the student, as
to leave nothing further to be desired on the part of a thorough

elementary work. One great difficulty in learning French is

almost entirely obviated by a happy arrangement and classification

of the irregular verbs.

With such a semi-convoluted and grammatical help in his

hands, the diligent student may, in a very short time, by the

guidance of a native teacher, acquire all the elementary knowledge

that is requisite for a complete mastery of the French

language.

Macmillan’s Progressive French Course. Part II. for 2nd year. By Eugene

Fasnacht, London.

An Elegant Pocket Manual, pleasant to look at and thorough

in the handling of the subject under consideration, viz.: the

elucidation of all the parts naturally belonging to the French

sentence. This is done so satisfactorily by both analysis

and synthesis, that a careful student could scarcely pass over the

ground marked out by this handsome little volume without

knowing well all that is essential to the structure of the French

sentence. Especially would we call attention to the manner in

which the Subjunctive mode is explained and made familiar by

practical illustrations in reading lessons. Rarely have we met

with a volume at once so compact, so pleasing to the taste of the

student, and yet so instructive.

Reading Book of English Classics for Young People. Selections from the


N. Y. : G. P. Putnam’s Sons, $1.50.

Dr. Leffingwell has shown a fine appreciation of the importance

of classical literature in the hands of young pupils, and his

effort to furnish in one volume a clean, choice collection of

short articles from the best English writers will be appreciated by

all careful and discriminating teachers. There is nothing in

this book which is out of taste or inappropriate, though it may,

perhaps, seem to some that the design of the book—“for young

pupils”—would exclude certain selections better suited to mature

minds. It must be remembered that “boys and girls studying the

common English branches can comprehend!” a good deal

more than people usually give them credit for. It is probably

impossible to find two students of English classics who would

gree in any attempt to grade such selections to suit the various

capacities of pupils young and old.

The publishers have printed and bound the book in the best

style of school text-books. The type is noticeably large and

clear—a very desirable thing in a school reading book, and its

whole appearance is attractive. The book will be prized by
every teacher who may be fortunate enough to possess it, and

should rapidly find a place in the schools of the land. In it a

teacher can find an infinite store of knowledge and material for

unlimited instruction.

The Teacher. Hints on School Management. By J. R. Blackston, M. A.,

These hints have been penned as the conclusions reached after

an experience of twenty-five years in educational work, and

though written from an English standpoint and with reference to

English schools, yet there are many general principles and

suggestions contained in the book which can be found profitable

for study by the American teacher. Part I. treats of general

principles— Tone and Discipline and Class Management; Part

II. of Infant Schools. This is followed by an Appendix con-

taining outlines of lessons by head mistresses of good infant

schools. Part III. takes up girls’, boys’, and mixed schools, pre-

senting hints on methods of teaching the common studies. This

is also followed by an Appendix giving notes and practical les-
nons by experienced teachers.

First Principles of Political Economy. By Joseph Alden, D. D., LL.D.

Syracuse, N. Y.: Davis, Bardeen & Co. Price 75 cents.

This is one of the popular “School Bulletin Publications.” It

is not a treatise on Political Economy, but is a simple and sensi-

ble presentation of the most important and essential principles of

the science, so stated that school children may understand them

and take them with them into life. To many schools we would

say drop your arithmetic or your grammar for a term or two and

take up this excellent little book, and you will do more to fit

your pupils for the responsibilities of citizens than by any amount

of study of higher arithmetic or grammar. The author is prin-

cipal of the Albany State Normal School, and a well-known

educator.

The Orator’s Manual; a Practical and Philosophical Treatise on Vo-

culture, Emphasis, and Gesture, together with Selections for Declamation

and Reading. Designed as a Text-Book for Schools and Colleges, and

for Public Speakers and Readers who are obliged to study without an in-
structor. By George L. Raymond, M. A., Professor of Oratory in Wil-


Professor Raymond has done a great service for students of

elsoucation in giving them the soul and substance of his private

instruction. Study this book well and you secure the advantages

of personal instruction and illustration. It is unusual that an

author so clearly and fully sets forth the details of his art in a

text-book. It is undoubtedly the most complete and thorough

treatise on Oratory for the practical student ever published.

Every principle is illustrated, and choice selections for practice

are given at the close of the volume. If you cannot have Ray-

mond as an instructor, get his book, and if you are a diligent

student you will find the Professor demonstrating on every page

the principles of his art almost as clearly and emphatically as in

the class-room.

Prof. Hennequin’s New Work on the French Language. Ann Arbor Print-

ing and Publishing Company. $1.25.

The design of this little work is to “facilitate the acquirement of

an extensive vocabulary” by calling the attention of the

learner at first to the relation existing between the French and

the English, and also to the word formation in the French lan-
guage. The work shows much industry in the matter of compila-
tion, and yet bears the usual marks of hasty preparation incident
to a first edition.

By following the plan marked out by the author there is no

doubt that the learner will eventually acquire a reading kno-
Ihtaseology of "multiplied" as a reference. It contains in a nutshell the grammar of the language, but it needs more careful punctuation in various places. Notwithstanding the editor's opinion that a "good dictionary" is an absolute necessity in connection with this play, it appears to us that a vocabulary but little more extensive than the one provided would answer an excellent purpose and save the pupil needless expense. The occasional blemishes in the English will doubtless be removed in subsequent editions.


This small octavo of 332 pp. contains the usual topics discussed in elementary algebra. We are paired to note that the ancient phraseology of "multiplied together" is here perpetuated, to say nothing of the illogical definitions of multiplication, multiple, common measure, etc. The treatment of ratio is exceptionally satisfactory, and the book is withal equally meritorious if the element of time is saved the pupil needless expense. The book is withal equally meritorious and the book is withal equally meritorious.


This is a beautiful little compilation containing numerous gems of German literature, and in addition to its peculiar fitness for use in German families in cultivating purity of taste and thought, it would form an excellent reader for German classes in American schools. It is a very useful and well-arranged for it a liberal sale.


This pamphlet of 37 pp. will be found useful to the learner, as it can be carried in the pocket, and hence be always at hand for reference. It contains in a nutshell the grammar of the French language, etymology, verbs-inflections, irregular verbs, syntax and all. There are numerous indications that the irrepressible compositor is still abroad in the land, of which the "in" instruction ordinaire," on p. 28, is perhaps the funniest.

THE RECESS.

A North Side boy recently defined brokerage as an allowance made for liquor imported in bottles.

Why is an Irishman like his countryman, the potato? Because he is most in his element when in hot water.

A correspondent of the Scholastic, London, calls the weekly an American eccentricity. Better be careful bold British; the eccentric part of the weekly was born in Linimerick, and there is another Fenian movement on foot.

C. G. Rounds publishes plans and specifications for an ideal educational journal. If such a journal were in existence, Mr. Rounds would no more subscribe for it than a doctor would be guilty of taking his own pills.

Will some of our readers who are spelling reformers translate the following for us? It is the excuse of a West Side mother for the absence of her boy.

"Please sir, he was sick and he had the baby sick."

A county superintendent in Wisconsin thinks it funny that a candidate for a teacher's certificate wrote that the Mississippi is a tributary of the Amazon, but a Chicago boy outdid that when he declared the Ohio to be a tributary of the Mississippi, and he was not a descendant of Mrs. Pattinson either.

It is beautiful to have friends to console with one when he is in trouble and likely to get into worse trouble. It is then that they predict with sighs all manner of evil;

"And thus they speak of him in tropes,
And by their tears express their hopes."

Some years ago Prof. White, of the Peoria Co. Normal, escorted his wife, visiting lady, and the hired girl into his cabinet to exhibit to them a very fine manikin. While the professor was taking it apart and explaining its uses the hired girl continued to exclaim, "Wonderful! wonderful!" At length the visiting lady, noticing something peculiar in the girl's manner, inquired, "What is it you think so wonderful, Bridget?" "That," replied Bridget in a whisper, "that it doesn't shrink."

Save a thief from the gallows and he will cut your throat.

Bad company is like a dog; it sells most whom it loves best.

Time and temperance will wash out the stains of beer; but what will wash out the stains of bribery and blood?

How did Dean Swift know that the fellow was to be on the Chicago board of education when he wrote the following:

"Were I in some foreign realm Which all vices overwhelm,
And should a monkey wear a crown,
Would I tremble at hisrown?
Could I not, through all his ermine,
Spy the strutting, chattering vermin,
Even though he stalked around with such airs
As are assumed by sons of butchers?
I'd gaily make a smart lampoon
And thus expose the coarse baboon!"
LIVERPOOL.—"RESULTS."

JANE KERR. AGED 25. FOUND DROWNED.

Frozen and rigid in death she lies
With her poor dead face and her lightless eyes
Upturned in appeal to the pitying skies!
Speak not unkindly: in blank despair
She wanders; God help her, she knows not where,
The night winds shriek "Tis keenly bleak-
Less cold and darker than seems her life
Of hope bereft,
No courage left,
"Tis an aimless struggle, a useless strife!
Glibly "Their Lordships" of "stimulus" speak
And their pet experiments try;
What can be done by a woman weak
But bend to their will
Or, likelier still,
Sooner or later, break—and die!
Year by year the exacting "Code"
Lays on the teacher a heavier load;
Year by year an increasing strain,
Tension of nerve and friction on brain;
"Higher results," a severer "test,"
More "studies" and less of rest;
"Stimulus," "Stimulus," still the cry,
"Returns" for "Blue-books," multiply,
And the hapless teacher can only sigh!
Maximum work for minimum pay
For Education's weal,
And the jaded teacher must e'en obey—
A tool can have no appeal.

Blanks, blanks, Chicago blanks!
With a place for her age on every page,
The old maid's sorrow to assuage!
She's been careful for figures and blanks for tropes,
Blanks for her high post marital hopes;
Blanks for her prospects of being mated,
Blanks for the time she matriculated;
Blanks for "peel away," "shooscooch," "sollye boyllye boyleys "
But she sighs, "Alas! with blanks the passion,
What a pity that bustles are out of fashion!
And her evening prayer to heaven doth swell:
"O blank the blankety blanks to bell!!"

BLANKS.

CHICAGO SCHOOLS. AGED 32. SWAMPED.

I.
Blanks, blanks, Chicago blanks!
The printing-press rattling its levers and cranks,
Merrily rolls out the school-ma'am's blanks;
While book-case shelves in tiers and ranks
Are moaning and groaning beneath the blanks.

II.
Blanks, blanks, the school-ma'am's blanks!
With scrip discounted five per cent,
How she should smile with bland content;
Yes, how her bosom should heave with thanks
That money's still left to print more blanks.

III.
Blanks, blanks, Chicago blanks!
With a place for her age on every page,
The old maid's sorrow to assuage!
She's been careful for figures and blanks for tropes,
Blanks for her high post marital hopes;
Blanks for her prospects of being mated,
Blanks for the time she matriculated;
Blanks for "peel away," "shooscooch," "sollye boyllye boyleys "
But she sighs, "Alas! with blanks the passion,
What a pity that bustles are out of fashion!
And her evening prayer to heaven doth swell:
"O blank the blankety blanks to bell!!"

IV.
O proud Chicago! thy school-room weal
Was left to the whir of Fortune's wheel,
And Fortune, in quest of princely bank
Restowed on thee for prize—a blank!
And the second fiddle, how doth he rank?
A cipher inscribed on a Doty blank!

BLANKS.

CHICAGO.—"BLANKS."

CHICAGO SCHOOLS. AGED 32. SWAMPED.

I.
Blanks, blanks, Chicago blanks!
The printing-press rattling its levers and cranks,
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A FEW OPINIONS OF THE WEEKLY.

Every number contains something interesting and useful.—Prim. B. F. Andrews, Shakopee Falls, Wis.
A live, progressive paper. It is not only bold and spirited in advocacy of what it believes to be right, but fearless and severe in criticizing what it regards as erroneous.—School Enterprise, Pa.
Henry A. Ford, in Number 120, of The Educational Weekly gives a very instructive article on "The Strength of Short Words." This article alone is worth a year's subscription, and every teacher should procure a copy for study.—The New Era.
I wish all our teachers took the WEEKLY.—Supt. E. E. Henry, Casto-
town, O.
I am particularly pleased with the "make up" of your paper. Always keen, independent, and thoroughly practical. Of the six or eight educational journals that find their way to my table every month not one is read with greater avidity than the WEEKLY.—Prin. T. W. Catheul, Eatonstown, N. Y.

—Messrs Eldredge & Brother, educational publishers of Philadelphia, are publishing a series of "Manuals for Teachers," to comprise five volumes: 1. The Cultivation of the Senses; 2. The Cultivation of the Memory; 3. On the Use of Work, and 4. On Discipline and Class Teaching. These Man-
uals were originally published in England, having been prepared at the request of the Literature Committee of the National Educational Society, by men distinguished at their several universities, and possessed of large experience as teachers. They have been carefully revised and adapted to the wants of American teachers, and will prove a valuable addition to the literature of the art and science of teaching. The first three volumes of this se-
ries have already appeared, handsomely printed and bound. Price of each, fifty cents. Every teacher should have them.
CHICAGO NOTES.

—The Irish fight, but the Dutch hate. —John C. Richberg.

—What matters poverty when one can say his soul is his own? —E. C. Delano.

—Never do to-morrow what you can put off for a year and a day. —James Ward.

—With my animal matter, a clear head, a fixed principle, and a brave heart, I should be considerable of a man. —Duane Day.

—Moore wrote a poem on the descent of the Hibernians from the Hebrews; hence people call me the Irish Jew. —W. T. English.

—In the position of superintendent we might at times be angry with Mr. Pickard; but we could never laugh at him.

—The promptness and efficiency of the school supply department is truly wonderful. All a principal has to do to get work done is to leave an order and take a nest of eggs and set them. And let them hatch and grow, and before the job is finished they'll be old enough to crow.

—As predicted by the Weekly, the nominees of the mayor to the Board of Education were confirmed by the Common Council. The Hon. John Calhoun Richberg was confirmed mainly on the ground that but for him no Irish girl would ever have been appointed to a place in the city schools. Yet it is said that he used many a big, bold, coupled with a well-developed G, w on a number of Irish girls were pushed for small principalships under his administration, and it is not doubted that he opposed the election of a certain lady principal whose name gave her away. However, it is his duty to provide places in the schools for all the Irish girls. His office is at the N. E. corner of La Salle and Randolph. Na one need fear interrupting his business. No Americans need apply.

—When the writer commenced work upon the Weekly the following language was used: It is a curious coincidence that our school troubles commenced when the Chicago Teacher became defunct and its first editor sold his birthright for a mess of pottage. It will also be curious if interesting if this, the virtual revival of that journal, should prove the incubus of a new and brighter day to the teachers of Chicago.

—In less than four months after the publication of the above, fifty dollars per annum was added to the salaries of all the assistant teachers. Now we do not promise further increase immediately, but we do asseverate that if there is a number of creatures on the face of the earth who need an organ more than the teachers of Chicago will until July 1, 1881, then we have heart felt pity for those creatures. The teachers may take the Weekly or not, just as they please. It will stand by them under any circumstances. We do not promise to give them any great mental illumination; but we do promise that if they take and read the Weekly their cause will be well taken care of, and their enemies kept in a state of delightful uneasiness. The Weekly now has its whip hand free. It is bound to live and sure to prosper. Its support comes from the Northwest at large, although its literary and educational "meat" will be hunted in Chicago. Teachers have but little idea of what an organ can do for them. We can not right all wrongs at once, but this we do know for sure, that before long humbug, duplicity, injustice, nepotism, oppression, and intrigue will be rooted out of the schools of Chicago. School affairs have been in a state of entanglement in this city for five years. Nothing but an unlooked-for accident will prevent the Weekly from winning out the skin in a clean and satisfactory manner.

—While a bill was being introduced into the British House of Commons allocating one million three hundred thousand pounds as a principal sum to supply pensions to veteran teachers of the national schools of Ireland, a queer scene was enacted in the Chicago Board of Education. A petition was presented to re-instate a teacher who had been dropped on the charge of having taught twelve years. One honorable member, as the Times put it, "knocked the petition on its object out of sight," and another had said that the lady might have been a good teacher 40 or 50 years ago, when his voice was drowned in the guffaws of the honorable members. Funny wasn't it? Ha, ha, ha! The first gentleman has come back on the Board professedly to have revenge on his scorner, and the qualifications of the second gentleman for an inspectorship is his disbelief in God. There may be no God, but some of the teachers have mighty big brothers. So look out, Mr. Stiles!

—The Superintendent of Schools, in the Inter-Ocean of Aug. 16, lashed himself into a beautiful rage over a statement of a correspondent in the Tribune that, in the late examinations of High School graduates for teachers' certificates, the first question was, "What influence have you?" So great was Mr. Doty's righteous wrath over the implication that it became necessary for the callow youth who plays city editor of the Inter-Ocean to send round a reporter, to give the poor man a chance to unburden himself.

In the interview the Superintendent acknowledged that the candidates were required to give their "references."

"Strange there should such difference be "Twist twiddle dum and twiddle doo!"

Now why should High School graduates give references unless to indicate to the committee the nature and extent of each one's "influence." Is it likely that girls needing references would apply at the ordal of a teachers' examination? Graduating June 28, why should they be required to have sureties or sponsors July 3? How long will Mr. Doty persist in playing the silly game of ostrich concealment? There is not a teacher, not a cadet, scarcely a pupil of the High School, that does not know that everything in the schools is now done by fear or favor. Mr. Doty has no policy, no course of action. He has hobbies which he at times trots out, but withdraws at the first sign of opposition. He waits till he sees which of two or more competing interests is the strongest and shapes his action accordingly, mewing with the cat that has the longest tail. He does not deceive even the members of the Board. They all see through him, with the possible exception of the callow youth who plays city editor of the Inter-Ocean, and, doubtless, as the fall campaign thickens the Republican managers will consider the propriety of keeping a member of the Democratic clique in the Board of Education upon the staff of a straight Republican paper.

How long will this state of things continue? Until one daily paper admits the truth about the present management of the schools into its columns. At present the press is muzzled. The Times' attitude needs no explanation. The Journal was courted in an attempt to put the brother of its chief editor into the schools, almost in spite of the object of the favor. The Inter-Ocean is perverted from its natural principle by use of the callow youth above mentioned. The Tribune building is on school fund property which is to be revalued during this year. And the Weekly is read in the city by few except the trembling dependants of the honorable Board. But "The patient dint and powder shock will blast an empire like a rock." society never that has knowledge and knack would form a more appropriate comparison; for it is not everyone with the knowledge of books that has the knack of teaching.

We have received too late for an extended notice from the publishing house of A. S. Barnes & Co., a very unique and original appearing work entitled "Easy Lessons in Popular Science," by the popular author James Monteith. It is a work of only 252 pp., and yet where we come to notice it we fear it will be easier to tell what it does not contain than what it does. It is a multum in parvo of knowledge bearing on the subject of geography.

Profiting by the example of the Weekly, nearly all the religious papers of Chicago took a vacation, much to the edification of their readers.
CIRCULAR FOR THE TEACHERS’ INSTITUTES OF WISCONSIN.

DAILY PROGRAM.


OUTLINE OF WORK.

(For two weeks.)

I. READING.

1. With the reading book, make an application of the work done in the previous years; referring to the dictionary for reason of vowel and consonant marking.
2. Represent to the eye and the ear the elementary sounds for review, describing the position of teeth, tongue, and lips in the enunciation of their sounds.

II. EXPRESSING—30 minutes.

1. Read several selections in accordance with the directions of last year.
2. Make an alphabetical list of the members of the institute who have taught; and question them on the reading done by them during the past year:
   (1) What has been read.
   (2) Why this selection. (a) In knowledge.
   (3) What has been gained. (b) In thought.
   (c) In utility.

III. ARITHMETIC.

A. PROCESSES BY WHICH NUMBERS ARE COMBINED—

1. Addition of decimal fractions and of duodecimals.
   1. Reduction of denominates to fractions to decimals, and to duodecimals; of duodecimals to decimals and denominate numbers, in cases in which the duodecimal table applies.
   2. Table of duodecimals, (a) of one dimension, (b) of two dimensions, (c) of three dimensions.

II. MULTIPLICATION OF SIMPLE NUMBERS AND OF DECIMAL NUMBERS.

1. Drill exercises for quickness and directness.
2. Practical examples, with full analysis of process.
3. Least common multiple.

B. PROCESSES BY WHICH NUMBERS ARE SEPARATED—

1. Division of simple numbers.
   1. Problems to be solved mentally.
   2. Full explanation of written process.

II. SUBTRACTION OF COMMON AND DUODECIMAL NUMBERS.

1. Relation of similar processes in the work of previous terms.

C. BUSINESS ARITHMETIC—

1. Percentage table.
2. Profit and loss. Formula—rate of gain = \( \frac{b-c}{c} \), and rate of loss = \( \frac{c-a}{c} \).
3. Compound interest. Formula, \( A=P (1 + r)^n \).
4. Partial payments.

III. PENMANSHIP.

1. Tests of good writing.
   (a) Legibility. (b) Symmetry. (c) Rapidity.
   (a) Correct ideas of forms of letters. (b) Muscular training to execute.
3. Importance of correct position.
5. False methods in teaching.
7. Formation of capitals.
   (a) From oval. (b) From stem.

IV. UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Thirteenth amendment to the United States Constitution:
   (a) Provisions of. (b) Necessity for, after the Emancipation Proclamation. (c) Process of procuring.
2. Struggle between President Johnson and Congress:
   (a) Main incidents of. (b) Causes and principles involved.
3. The National Debt:
   (a) Amount in 1866, and at the present time. (b) Form, the various bonds, etc. (c) Origin. (d) Debt previous to the War of Secession.
4. National Paper Currency:
   (a) Character. (b) Origin. (c) Currency previous to the War of Secession.
5. Fourteenth Amendment:
   (a) Analyze carefully, especially section 1. (b) Why enacted.
6. Fifteenth Amendment:
   (a) Tenor and Effect. (b) Why enacted. Civil Rights Bill, etc.
7. The Geneva Award:
   (a) What. (b) How procured. (c) Treaty of Washington. (d) Alabama Claims, origin thereof.
8. Indian wars of the last ten years:
   (a) History of. (b) Causes—Indian policy of the United States.
9. Hayes’s Administration:
   (a) Events. (b) “Policy”—why such. (c) Electoral Commission.

Note—It is advised that the order of study and instruction upon each of the given topics be, as far as possible, backwards, from effect to cause. Let the treatment be thorough and suggestive. The consolidation of History and Civil Government into one outline, will perhaps be indicative of how the two may be combined in school work.

V. GRAMMAR.

1. Review classification of sentences, uses of capital letters, terminal marks, and rules for the use of the comma.
2. Declension of common and proper nouns.
3. Uses of I, he, she, and they, as predicate nominative; and uses of whom. Illustrate each in sentences and in rules deduced.
4. Pronouns—Interrogative and adjective.
5. Conjunctive adverbs.
6. Prepositions, with their syntactical uses.
7. Verbs—(1) Voice; (2) Moods—Indicative, Subjunctive, and Infinitive.
8. Participles and Verbal Nouns.
9. A simple system of sentential analysis.

VI. ORTHOGRAPHY.

1. Introduce Analysis of words, by prefix, root, and suffix.
2. For the first week, on each day, give ten Latin prefixes and their meanings; and require the teacher to give a word containing the given prefix, to state its part of speech, and to define by giving the meanings of its root and prefix. Then place the word in a sentence.
3. For the second week, on each day, give ten suffixes and their meanings, with requirements for the teacher, similar to those of the first week.

VII. GEOGRAPHY.

United States.

In connection with maps and mapping, teach:
1. Position. (1) Relative. (2) Exact.
2. Area. (1) Comparative. (2) Exact.
5. Inhabitants.
   (1) Distribution by sections. (2) Leading occupations by sections.
   (3) Necessity for intercommunication and transportation. (4) Means of communication and transportation. (5) Leading imports and exports.

VIII. GENERAL EXERCISES.

The conductor will give a series of exercises upon topics selected from the following list, or such others as he may prefer, with the view to illustrating the utility and the proper method of general exercises in common schools.

List of Topics:
1. The Metric System.
2. Letter Writing.
3. Manners of Good Society.
4. Parliamentary Practice (in school-meetings, lyceums, etc.)
THE SPEAKING QUESTION.

To the Editors of the Weekly:

Punch tells of a little boy and his grandpa climbing a hill. "By George, Tommy," says the genial old gent, "I must stop and blow a bit." "All right, Grandpa, I'll put a stone under your heel." Tommy, no doubt, was half in fun, and half in good-natured earnest. Perhaps Mr. Kirk is so (p. 355) but he seems to throw some stones. I have just been studying "Visible Speech" which Mr. Kirk files with Smith, Jones, etc., and Saezemysseneff. I think he would respect a really extraordinary and valuable work if he knew its merits. It teaches a simple notation really capable of expressing any sound of human speech and even the manner—the brogue—the accent, so that the initiated reader can reproduce any entirely foreign speech without having ever heard it. Its success in institutions for the deaf and dumb is one evidence of its science, as the forecasting of eclipses is of astronomical verity.

Mr. K. did not like the strange look of some phonetic spelling in No. 116. To show that this is a question of familiarity only, I will quote some unphonetic orthography from a number of "St. Nicholas."

"I saw the sun had set and the knight was coming fast, and it began to reign. My weig lay threw a loom would of furs and beaches. The cloud rose on his; the thunder pecked allowed till my hole sole was feet. I my eye on my rock, though my feet could hardly bare my way, till my tow was caught a decade lime, and eye was throne down on a roc, which was a caws of grate pane. Eye had know sense left. Eye herd something in my head like the wringing of a nell, or like the thrill of the her a belle is told. It took some thyme to clime back too the rode, but then the rein was dun, and the stars shone fourth. Eye guest my weig to hour galt. My ant hide to meet me. She lead me inn, took off my wet raps, gave me hot tesse, and a supper of fried souls, with knew wry brez, new suite that it kneded no pray. I soon retired to my palate, glad to bye down inn piece and wret."

We don't put such spelling as this before our learners nor any phonetic spelling either until legally authorized, for they spell by hand from visual dicted, and the eye, in order to correct and guide the hand, should have no wrong images printed in its memory. I state this as a matter of thought for teachers.

In our town the school-building is being supplied with new steam-heating apparatus, and the rooms made thoroughly handsome, healthful, and comfortable. A citizen, who is given to look on the wrong side of things, on seeing one of the directors lately, declared that this was all wanton folly, that he himself never learned so much as he did in a log school-house where the snow blew in through the chinks—that spelling reform is not the only good thing assailed by the short-sighted or the petulant. Indeed, the higher any effort, and the more earnest the promoters of it, the more is detraction usually excited.

Naturally there are grave difficulties in the way of a reform which aims to change the ingrained habits of millions. It can only be done by steady and long-continued urgency. It is being done. Every one of these various alphabets, every discussion on sounds and letters, every article like Mr. Kirk's helps to keep the question before the public, to prove its immense importance, and to set teachers to explaining the principles of phonetic science, and to preparing a generation who in their day will find it practicable to give the final coup de grace to the vast accumulation of blunders which infect the innumerable spelling in our schools. Mr. K. asks for more time and talent in order to get spelling taught. This reform, which nearly all English and American philo...
Educational Intelligence.

EDITORS.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

CHICAGO, AUGUST 21, 1879.

THE STATES.

MINNESOTA.—So for this year ten high schools have been examined, against twenty-nine last year, but more than the balance will undergo the ordeal during the coming fall. Only four of those high schools examined in 1878 have been examined in 1879, so that they alone are the only present numerical figures of comparison. They are as follows, with their general averages for 1878 and 1879:

<table>
<thead>
<tr>
<th>Location</th>
<th>1878</th>
<th>1879</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester</td>
<td>74.82</td>
<td>61.20</td>
</tr>
<tr>
<td>Red Wing</td>
<td>56.33</td>
<td>56.72</td>
</tr>
<tr>
<td>Lake City</td>
<td>73.19</td>
<td>77.23</td>
</tr>
<tr>
<td>Elyria</td>
<td>69.70</td>
<td>66.33</td>
</tr>
</tbody>
</table>

The others of 1879 are, with their general averages: Spring Valley, 59.88; Sauk Center, 63.88; Glencoe, 66.70; Chatfield, 59.10; Zumbroa, 60.62; and Lanesboro, heading the list with 81.28. The three leaders in 1878 and their general averages were: Litchfield, 88.76; Willmar, 86.70; and Mankato, 87.35. In considering these figures an important factor must be had in remembrance. In 1878, all the scholars in the high schools were examined, irrespective of the length of time of their attendance therein, whereas, in 1879, only those were examined who had entered the high schools from the common schools. This accounts for the, at first sight, apparent falling off in general average.—Pioneer Press.

State Superintendent Burt has issued a circular convening a state teachers' institute at Benson, Swift county, to commence on the 15th prox., which will be the first of its class in that county. The State Superintendent will lecture, and at least two of the more noted teachers of the state will be in attendance, while the county superintendent has intimated that all the Swift county teachers have consented to be present, and undoubtedly others from adjoining counties will be there.

Repairs and improvements in the Normal School building at Winona have placed the building in fine condition for the opening of the fall term.

MICHIGAN.—Hereafter modern languages, other than English, will be taught in the Marshall schools, and an extra fee charged therefor.

It is said that Prof. Sheldon, of the Kansas Agricultural College, will be asked to take the chair of agriculture at the Michigan Agricultural College, made vacant by the resignation of Prof. Ingerson.

Mr. Maynard, of Milan, Monroe county, left a perpetual fund of $1,000, the interest on which is to be given to the school district for the purchase of books.

Prof. H. W. Fairbank, teacher of music in the Flint public schools, has been compelled by ill health to resort to traveling and a change of climate.

H. M. Enos goes from the principalship at Ovid to that at Cadillac.

The teachers' institute held at Lansing July 11 is pronounced by the leading school men of the state to have been the most profitable, from the new trains of thought started, advanced ideas brought out, and suggestions made, of any similar meeting held in Michigan for years. It will bear valuable fruits for years to come.

Lawrence C. Hull, last year principal of the Battle Creek high school, has accepted a position at the Orchard Lake Military Academy, where he will teach Latin and Greek.

Mrs. Susan P. Adams has been engaged as principal of the Port Huron high school for next year, at a monthly salary of $60.

W. Carey Hill, a well-known principal of Michigan, is superintendent of the Battle Creek schools.

A. J. Daniels has been re-elected superintendent of the Grand Rapids schools for the ensuing year by an almost unanimous vote of the board of education.

W. J. Cocker has been elected superintendent of Adrian schools in place of W. H. Payne, who has recently been appointed professor of pedagogy in Michigan University.

Another of Michigan's most efficient teachers has been called to a position at the university. Miss Angie C. Chapin, of Flint, having received an appointment as teacher of Greek in that institution.

Geo. W. Knight, University '78, is principal of the Lansing high school at $800.

At a meeting of the University Regents, July 24, a new chair was established in the law department, to be known as the Tappan professorship, and the Hon. Alpheus Felch, of Ann Arbor, was appointed to the position, at a salary of $1,300.

The East Saginaw school board has forbidden any more gifts and testimonials for the city school teachers, or the collection of moneys in the schools for a like purpose.

The Leoni educational institute is now owned and controlled by J. J. Sadler, who will open it August 26 as a normal school for the education of teachers.

The salary of Miss Florence E. Cushman, as principal of the Niles high school, was increased $5, making it $55. Prof. B. W. Goss remains as superintendent at $1,000. Miss Cushman was offered a similar position at Marshall and several other places.

The Kalamazoo school meeting voted $16,875 for salary of superintendent and teachers, besides $1,000 for a teacher of vocal music.

C. L. Benis, late principal of the Lyons school, has been engaged by the Portland school board, salary, $800.

Thomas H. Clayton, a Grand Rapids teacher, has been appointed principal of the union school at Howard City.

Miss May Smith, a teacher at Imlay, was acquitted by a jury on a criminal charge of assault and battery for knocking down an impudent boy who made insulting remarks to her in school.

In Detroit no change was made in salaries, Sup't still being reflected for three years at $3,300.

Robert Grant will remain another year as principal of the Saranac school.

Miss Fanny C. Gray, of Grosse Isle, has been chosen preceptor of the Ypsilanti high school for the ensuing school year.

J. A. Corbin, of West Bay City, will take charge of the Alpena schools next year, as F. W. Lankenau, of Bay City, will assume the principalship in West Bay City.

J. L. Stone, late superintendent of the Battle Creek schools, has purchased an interest in a school-furniture manufactory in that city.

A. E. Curtis, formerly principal of the Saginaw City high school, has been elected principal of the Adrian high school.

C. T. Lane, preceptor of the Ypsilanti high school, goes to Fort Wayne, Ind., as principal of the high school for the next year.

J. E. Fair, late teacher of sciences in the Ypsilanti schools, has been engaged as principal of the Harperville schools for the ensuing year.

W. A. Greenoe, principal of the Flint high school, received the degree of B. A., and M. A., at the last commencement of the University.

C. E. Lowrey is to teach at Calumet.

Miss J. Rose Colby, of Ann Arbor, a graduate of the classical course in the University, is to teach Latin and Greek in the Flint high school. We can guarantee they will be well taught.

I. N. Mitchell remains at Hastings as superintendent of the schools next year.

D. E. Haskins goes to Hanover.

W. C. Laita goes to Pierson.

NEBRASKA—Two regents of the State University are to be elected next fall, and Literate Notes says: "Let the religious question (which is, virtually, the question,) be determined one way or the other."

The marriage of Prof. Emerson, of the State University, and Miss Florence Brooks, daughter of Editor Brooks of the Omaha Republican, took place in Omaha on the 24th of June.

DAKOTA TERRITORY.—The board of education of the city of Yankton was organized four years ago. Wm. M. Bristoll, A. M., a graduate of Yale, was elected secretary, and principal of the high school, with Mrs. Wm. M. Bristoll, of Ripon College, as assistant. The success of the schools has been...
the highest degree satisfactory. The financial management has been wise and
judicious, and the bonds have commanded a premium. Last year the school
graduated two students, the year before three, this year six, and the prospect
is favorable for larger classes in the future. The graduating exercises this
year were respectfully attended, and showed the pride taken in the school
by the teachers, the board of education, and the patrons.

WISCONSIN.—There were fourteen graduates from the Racine high school.
Beloit College has received a donation of $1,000 from the Hon. Robbins
Battel, of Norfolk, Conn., and $1,000 from his sister Miss Anna Battel, well-
known donors to Yale College and other benevolent objects.

Prof. A. F. Sprague goes from Evansville to Black River Falls at a salary
of $1,200.

Lucius Heritage, a graduate of Milton College, and recently home from two
years' study in Europe, has been elected a Latin tutor in the University.
The writer hereof knows him of old and there is not a better scholar in the state.
He was not only royal in the Latin and Greek in College, but was the best
student in General Geometry and Calculus we ever heard make a recitation.
He will honor his employer.

Mr. Etese, a graduate of the Illinois Normal University, after a successful
year as principal of the Edgerton school, goes to Harvard, Ill., at an advan-
taged salary.

Principal L. D. Harvey, of Sheboygan, delivered the annual address be-
fore the alumni of Milton College this year; subject, "Communism." Prince-
pal J. M. Boyle, of Reedsburg, gave the O. S. E. M. entitled "Life's True
Mistress." Prof. H. D. Mason, of the College Faculty, we understand, goes
to Markham's Academy next year as assistant. It is the same place that was
filled so acceptably by Prof. Heritage before he went to Germany some two
years ago. Prof. Markham knows a good man on sight.

Miss Minnie Holdridge, of Janesville, recently from the Boston School of
Oratory, has been appointed Instructor in Elocution in Lawrence University.
This is a worthy appointment. There is stuff in a girl who deliberately plans
a career and faces years of hard work unflinchingly for sake of it. There
never will come a time when it will not be true, that,

"The best way to know is to do."

Miss Rose Swarts, for many years teacher in the Oshkosh Normal, has been
transferred to the River Falls Normal. If the former school does not miss
her mightily we are no prophet, and if she doesn't prove a mighty reinforce-
ment to the latter, we don't know what it takes to add strength to a faculty.
No words can over-praise her. Prest. Parker must have been playing it
rather fine on Prest. Albee somehow; but even when Greek meets Greek,
the tug of war is nothing to the pull of a man like Parker when he reaches
for any bright particular star for his pedagogical galaxy.

Principal A. J. Hutson, of Elgin, Ill., an old graduate of Platteville Normal
School, and after tutor, has been elected Institute Conductor for the south-
weslern district, vice Prof. D. McGregor, elected sometime since to the Presi-
dency of the school. Hutson is entirely up to the place and is a worthy suc-
cessor of the "mighty McGregor."

IOWA.—Here's at 'em again.
DeWitt pays her superintendent $1,000, and has increased the wages of
teachers.

Wilton has raised the salary of her first primary teacher to $35 a month.
Prof. Cohn and his assistants did excellent work at Grinnell.

Mr. J. H. Orcutt and Miss E. M. Spencer will teach at Delmar the coming
year.

Two members of the faculty of Iowa College are in Europe. Miss Ellis,
the lady principal, and Prof. Barnes, the Anglo-Saxon professor. Both
will resume work this fall.

Supt. C. E. Smith will continue at the head of the Lyons schools. He is a
good man for the place.

Bradford Academy is to be re-opened with Mr. Frank S. Amick, of Chicago,
as principal in charge.

Normal Institutes are very popular just now. A county without at least one
good one isn't much of a county. Mahaska and Jasper lead in point of en-
rollment this year. Supt. Homer H. Seely conducts the Institute in the
former and Prof. E. Baker in the latter county.

The State Superintendent of Schools is lecturing on "Country Schools." He
will address about forty lectures during the summer.

Dr. C. A. White, formerly State Geologist, expects to be appointed Pale-
ontologist of the National Museum.

The Clinton County Normal Institute was, says the Herald, "worthy of
our county and an intelligent people." Supt. Wilcox has a happy faculty of
gaining up first-class institutes.

Washington wants some one to take charge of her academy. Prof. S. E.
Kee, a teacher of ability, has resigned the principalship of the institution.

Dr. John Armstrong, President of Parsons College, located at Fairfield,
died last week. Dr. A. was an earnest Christian worker and his active labor
in behalf of Parsons College will be greatly missed.

The Southern Iowa Normal School and Commercial Institute, located at
Bloomfield under the charge of Prof. O. A. Shotts, begins the fall term Aug.
26.

Prof. Hull, o ce a prominent candidate for the University professorship of
Modern Languages, will open a private academy in Iowa city next month.

Bro. Shoup has published a Normal Register for schools—"the best in use"
showing on each page the attendance, punctuality, deportment and schol-
larship of each pupil enrolled during the month. This Register, the author
says, is the outgrowth of years of practical experience in the school-room.
We hope the School Board of Dubuque will adopt it. Then the outside
world may learn something reliable concerning the Dubuque schools. Then
those blanks in the Iowa school reports, which Bro. S. publishes two or three
months behind time, may be filled out. We are glad to know that the Nor-
mal Register contains full and explicit directions for its use.

Henry C. Cox, A. M., for five years past principal of the public school at
Farmington, Ill., takes charge of the Normal department of the Normal and
Scientific School recently established at Dexter. R. Ellsworth, Oli. A. M.,
takes charge of the Scientific department. Prof. Cox has taught since 1863,
and holds a State Certificate of Illinois.

Prof. J. M. Mansfield, of Mt. Pleasant, has been elected Professor of Nat-
ural Science in Ashbury University, Greensburg, Indiana.

INDIANA.—Out of nearly 400 applicants for positions in the South Bend
public schools, thirty were chosen.

Geo. B. Brown, of Toledo, Ohio, formerly of Indianapolis, has been elected
President of the Indiana State Normal School at Terre Haute.

The trustees of the State University have elected John G. Newkirk, of
Utica County, N. Y., to the Professorship of History. He is a young man,
about 30, a classmate of Professor D. B. Jordan, at Cornell University, and
a ripe scholar. He graduated from the law school at Albany.

The trustees of the University have elected Prof. J. M. Mansfield, of
Mt. Pleasant, Iowa, to the chair of Natural Science, to succeed Professor
Tingley. The chair of Greek was declared vacant on the day preceding the
next regular meeting in June, 1880. Prof. J. C. Ridpath was elected Vice
President of the University.

ILLINOIS.—The Madison County Normal Drill held under direction of
Prof. Jas. S. Stevenson, of the Clay School, St. Louis, assisted by Wm. E.
Lerh, of the Marine, Ill., schools, enjoyed a profitable session of four weeks,
the attendance being quite fair. A memorial addressed to County Supt. B.
F. Sippy endorsing the means adopted by him to secure competent teachers;
and requesting a continuance of the same, has been circulated, and contains
the signatures of all the teachers of some years' standing, present. At the
meeting of the Teachers' Association the following motion was carried:
"That the Executive Committee be instructed to prepare a comparative county ex-
amination for both district and graded schools, using their own discretion
about the arrangement of the same." Resolutions were adopted recommend-
ing that the study of music receive more attention in all the schools of the
county, and denouncing the practice of teachers underbidding each other,
thereby lowering the standard of the profession. Just before the close of the
examination Mr. Lehr was called to one side and handed a folded paper sign-
ed by the county superintendent and every teacher present, speaking in the
highest terms of the esteem in which he was held for his valuable services
and friendly intercourse, and requesting him to accept the same as a parting
token in remembrance of the close of the Normal Institute of the year 1879.

In Joliet, E. T. Lockard remains principal of East Side grammar and high
school; Susie G. Kenyon is principal of the intermediate department, and
Mary Howliston principal of the primary. On the West Side S. S. Mills
remains principal of the grammar and high school; Iola Jones of the Inter-
mediate; and Mary Woodruff of the primary. In the Third Ward Mary
Hasey is principal in the Fifth Margaret Kelley; in the Seventh, O. S.
Simonds, former county superintendent, and an old merchant of Joliet; in
Rolling Mill district, Mary A. Dowling.

The Will County teachers' institute was held in Joliet from Aug. 4 to

Continued on page 40.
I. It will greatly assist the graduates who, from their superior culture, will occupy chief places, and become teachers of teachers.

2. A reflex benefit will accrue to the colleges themselves in the greater success of their graduates, and in improved methods of their own work.

3. Professional educational literature will be improved.

4. The development of a true science of education will be promoted.

5. It will be a deserved recognition by the highest educational institutions, of the value and need of professional training for teachers of every grade.

6. Teaching will more justly merit the title of a profession.

7. Higher institutions will now more closely unite with our public school system.

It will increase and widen the knowledge of the ends and means of education among those who, though not teachers, will hold high official positions.

We had Iowa University in mind in our first writing, but inasmuch as the subject of Didactics in that institution is an attachment, so to speak, to the professorship of Mental and Moral Science, we did not consider it a parallel case with that at Ann Arbor, where it is distinct from any other, and where the professor is paid a full salary for instruction in that department only.

At Iowa City the results of this special instruction in Didactics are all that was expected. According to Prof. Fellows,

"a. Over one-third of the successive senior classes have elected Didactics as a study, and the proportion is increasing.

b. Nearly all of these had previous experience in teaching, and entered the class with a culture and enthusiasm that have rendered their instruction a delight.

c. A larger proportion of our graduates have entered the profession of teaching, and with much greater success.

d. The bond of union between the University and the high schools has been strengthened.

The class exercises consist of: Text-book recitations, exposure readings from standard works on education, discussions in which all the members of the class are expected to participate, observations in public schools, examination of text books in common use and reports thereon; together with lectures on various subjects relating to the history, systems, and modes of education in our own and other countries, the organizing, grading, and governing of schools, and the duties and responsibilities of principals and superintendents. We learn from the catalog that those who complete the required course in a satisfactory manner will, on receiving the degree of A.B., B.Ph., or B.S., be entitled to a certified testimonial of qualifications as teachers, and after two years of successful teaching may receive the degree of Bachelor of Didactics.

The four days meeting of the American Library Association in Boston last month was the largest and most successful meeting ever held by the Association. The unusually large number of valuable papers with discussions have been printed, and may be obtained for two dollars by addressing the secretary, Melvil Dewey, 32 Hawley Street, Boston. The volume is well worth purchasing.

A teachers' institute of considerable interest was held at Seattle, Washington Territory, July 15-17.

The Chicago Inter Ocean starts out grandly as an educational journal. Thus far it totally eclipses everything of the kind hitherto undertaken in that line. And yet we expect to see improvements—it is just like the Inter Ocean to go ahead and beat everybody else.

A sensible step has been taken by the Regents and faculties of the Wisconsin State Normal Schools, in dropping Greek, trigonometry, and astronomy from the courses of study. And another sensible step is suggested—that the two years' course in these schools be abolished.
OFFICIAL DEPARTMENT.

IOWA—SUNDAY RULINGS.

1. Land belonging to the state may be taken for a school-house site, under the provisions of Secs. 1825—1828, S. L. 1876, and the county auditor is the proper party to receive notice for the state.

2. Since the law is silent upon the question, the general custom has been to consider the term of school directors as ending at noon on the third Monday in March. Members elected may qualify before that time, but they must qualify before the close of that day. See Sec. 1790, S. L. 1876.

3. It is quite customary for the outgoing board to meet on the third Monday in March and complete all their work; and for the new board to organize immediately thereafter. The legality or propriety of their doing so has never been questioned.


In this case, the court held that payment for the erection of a lightning rod cannot be made from the contingent fund, since such expenditure is not provided for by Secs. 1729 and 1748, Code of 1873, unless such lightning rod is supplied to replace an old one, as repairs. The decision also states that the board may provide for lightning rods in the erection of a new house to be paid for from the school-house fund. We think that under this ruling lightning rods may be erected without a vote of the electors, if payment is made from money on hand in the school-house fund. See note (c) to Sec. 1723, S. L. 1876.

C. W. von Collin,
Superintendent of Public Instruction.

NEBRASKA—RULINGS ON THE SCHOOL LAW.

1. The Bond Law enacted by the last Legislature repeals all previous legislative enactments on the subject, including Sec. 30 of the school law.

2. A school district cannot dissolve its organization by a vote of the district. To do this requires a petition and the action of the county superintendent, the same as the formation of a new district.

3. It should not be forgotten that a school district treasurer who uses in any way the funds of the district, except to pay orders drawn upon him, is liable to criminal prosecution for embezzlement, with fine and imprisonment.

RECOGNITION DUE TO MISSIONARIES.

To the Editors of the Weekly:

In Weekly No. 121, p. 333, occurs the following in an editorial: "The heathen in foreign lands receive only the tyros of the ministry, who try to atone for their want of ability, by impracticable zeal."

This incidental remark seems to me very unjust. There come to mind a grand array of men who, by native endowments, by culture of head and heart, and by achievements, stand as princes—not merely in their own profession but among men of every calling that elevates the race. As one example in evidence see the work done by the group of American missionaries in Turkey during the last 40 years, and mark the official notice which that work has received in Great Britain more than once and specially of late.

We believe the readers of the Weekly could be better teachers of Geography and of Christianity if they were better posted in the missionary movements of the day. A knowledge of its difficulties and its triumphs can hardly fail to beget a profound respect—a genuine admiration for the men and women engaged in the work.

Yours truly,

BUNKER HILL, ILL., Aug. 15, 1879.

H. M. Bissell.

We had no disposition to disparage foreign missionaries. Indeed, among the greatest pioneers of discovery, religion, and civilization were foreign missionaries. Father Marquette and Bishop Chas, in a certain sense, were foreign missionaries. Our remark was made in the line of comparison with home talent, not in depreciation of the self-sacrificing men and women who go abroad. But, with this qualification, will not our correspondents grant that we hear of no foreign missionary equal to Beecher, Spurgeon, Bellows, or our own David Swing, unless, indeed, we consider Talmage, now sojourning in England, a foreign missionary?

PUBLISHERS' NOTES.

—Our subscribers and exchanges agree in saying that the reduction of the number of issues of the Weekly to forty in a year was a sensible move. The subscription price is proportionately the same—five cents a number.

—We are now selling the fourth thousand of Wedgwood's Topical Analis.

—We are using the Lightning Letter Writer, advertised in another column, and recommend it cheerfully as a good thing. Try it.

—Print. B. M. Reynolds, of Northfield, Minn., writes in making his third order for Grobe's Method: "We are pleased with Mr. Soldan's little book, and find it a great help in the schoolroom."

—The Publishers of the Weekly want to engage a permanent agent in every county in the Western States. Many efficient agents of this kind have already been employed; if there is none in your county, and you are sure you can do thorough work, write to us, giving two or more references.

—This number of the Weekly is the first issue after the annual summer vacation. As announced in No. 124, only forty numbers will be issued in a year, and the subscription price will be two dollars, with no club or institute rates.

—Copies of this paper are sent to teachers, principals, and superintendents throughout the country, with the hope and expectation that all who are interested in educational journalism, especially in the Western States, will give it material aid in extending its circulation. Show the paper to your fellow teachers and subscribe together. You should have the paper from this day till the close of the school year. If you have not the money at hand, consult our "Terms of Subscription" and send in your names without delay.

—Our Comparative Examination Paper is used in some schools for Composition Paper, it being cheaper than any other that can be bought, and ruled conveniently for that purpose. Before holding your examinations this fall, send to the Weekly for specimen sheets, enclosing a one-cent stamp.

—The first edition of Grobe's Method has all been sold, and the second is now in press. It will hereafter be bound in two styles—paper and flexible cloth; prices 20 and 30 cents respectively.

—It need not be stated that the publishers of the Weekly regard the appearance of this issue with a good deal of pride. It is without question the largest and most expensive edition of an educational journal ever published in this country. Twenty thousand copies have been printed and will be circulated in all the states and territories, and to some extent also in Canada. The cost of printing and mailing so large an edition reaches nearly one thousand dollars. The receipts for advertising—the rates having been fixed at about one-third the usual figures—will not pay one-half the cost. The return for so large an outlay is expected to come from subscribers. This issue is sent out at a time when graded school teachers are about to enter upon their labors for the next school year and it is hoped and urged that every one who receives a copy will see to it that his name is enrolled on our subscription list for one full year. For only two dollars in advance the paper can be had every week during the time you are teaching. Hundreds and thousands have testified to its usefulness to them while teaching, and surely during the third year of its existence it will not be any less useful than before. The publishers request therefore, that prompt and generous responses may be made to the specimen copies sent out this week. Let us get the thousand dollars back from subscriptions in the course of the next two weeks. It will take only five hundred teachers to answer that call.

—Another series of value to teachers is called Guides for Science Teaching, published by Messrs. Gunn & Heath. It is designed to supplement lectures given to teachers of the public schools of Boston, by the Boston Society of Natural History. They cannot be successfully used as text-books, but as aids to teachers will be found very serviceable. Five volumes have been published, viz.: About Pebbles, by Alpheus Hyatt; Concerning a few Common Plants, by George L. Goodale; Commercial and Other Sponges, by Alpheus Hyatt; A First Lesson in Natural History, by Mrs. Agassiz; Common Hydroids and Echinoderms, by Alpheus Hyatt.
PEDAGOGICS AT THE UNIVERSITY OF MICHIGAN.

The following Circular from the President of the University of Michigan announces the general purposes of the proposed course of instruction and the scope of the lectures to be given by Prof. Payne during the coming year.

The purposes are:

1. To fit University students for the higher positions in the public-school service.

It is a natural function of the University, as the head of our system of public instruction, to supply the demand made upon it for furnishing the larger public schools with superintendents, principals, and assistants in high schools. Year by year these important positions are falling more and more into the hands of men who have received education in the University. Up to this time, the training given to our graduates has been almost purely literary; it has lacked the professional character that can alone give special fitness for the successful management of schools and school systems. Now, however, it is proposed to offer students of this University who wish to become teachers ample facilities for professional study; and this purpose is embodied in the establishment of this new Chair.

2. To promote the study of educational science.

The establishment of this Chair is a recognition of the truth that the art of education has its correlative science; and that the processes of the school-room can become rational only by developing and teaching the principles that underlie these processes. Systems of public instruction are everywhere on trial, and the final criteria by which they are to stand or fall must be found in a philosophical study of the educating art.

3. To teach the history of education, and of educational systems and doctrines.

The supreme right of the school is to grow; and much hurtful interference might be avoided by ascertaining the direction of educational progress and the history of educational thought.

4. To secure to teaching the rights, prerogatives, and advantages of a profession.

To give a more perfect unity to our state educational system by bringing the secondary schools into closer relation with the University.

For the next year, two courses of lectures will be offered, as follows:

I. Practical, embracing school supervision, grading, courses of study, examinations, the art of instructing and governing, school architecture, school hygiene, school law, etc., etc. Two lectures each week.

II. Historical, Philosophical, and Critical, embracing the history of education, the comparison and criticism of the systems in different countries, the outlines of educational science, the science of teaching, a critical discussion of theories and methods. Two lectures each week.

JAMES B. ANGELL, President.

UNIVERSITY OF MICHIGAN, Aug. 1, 1879.

—Students of English literature, and teachers who have classes in that subject, should provide themselves with the admirable little volumes of Annotated Poems, published by J. B. Lippincott & Co. Gray's Elegy, Cowper's Task, Scott's Lady of the Lake, Goldsmith's Traveler, and Goldsmith's Deserted Village are the first five issues.

—The Teachers' Topical Note-book is a convenient arrangement of blank pages contrived by Prof. T. C. H. Vance, of Carlisle, Ky., and published by Reynolds & Reynolds, of Dayton, O. It is just the thing for teachers' institutes.


—Teachers of English grammar will find material aid and valuable suggestion in a pamphlet written and published by Co. Supt. A. H. Tuttle, of Austin, Mower County, Minnesota, called Sentential Analysis. Supt. Tuttle's object was to meet the wants of the teachers in his county, but he has done equally good service for teachers everywhere. Price 25 cents.