The Historical Disillusionists Will Be the Death of Us.

The historical disillusionists will be the death of us. They have knocked down the image of William Tell, proved Pocahontas a myth, and torn the laurels from the brow of the only John Smith that we could feel any interest in. And now comes James Parton to the front, showing that Washington's little hatchet story and the growth of his name, all green in the garden, was the invention of a book-peddler and would-be clergyman named Weems. But we are happy to remark that no one so far has dared to insinuate that St. Patrick did not drive the snakes out of Ireland.

There is an argument in favor of temperance that we have not seen used by the temperance advocates. It is that liquor is frequently used by sharers on honest people, to accomplish malicious ends; and, in the event of exposure, the rogues escape obloquy and the victim incurs all the odium, since he cannot in honor plead the baby act and say, "Them fellers made me do it."

In a large city of the U. S. N. A., this plan was used to form a successful ring on the school board. Two members pledged a third with liquor to get from him the tactics of what ought to be the ruling party. From this resulted a ring president, a ring attorney, a dead school-master, an ousted superintendent, and a school system knocked into smithereens. Now if this is not a temperance lecture to honest and unsuspecting men, then let the reader preach one himself. Nobody but scoundrels should drink.

Before the revival of letters the monks had a curious device for developing the inventive faculty of their pupils. They would give the students an outline of the life of a certain saint, and encourage them to fill up this topical analysis with as many miraculous incidents as the youth's fertile brains could devise. The result was the mass of legends of the saints which make the traditions of the Church, and which became in process of time a matter of obligatory belief. In this there is a good hint for a school of journalism or endowed chairs of the same in our principal colleges. Let the professor of journalism give an outline of the life of a living public man, as the monks did of a dead and beatified one, and offer a prize to the student who pads out this skeleton with the freshest, fullest, floweriest and fantasticalest lying.

One of the most contemptible modes of cheap advertising is changing one's religion. If a man outgrows his religion let him kick it off like an old garment; but he need not go around exhibiting himself in a state of nudity. Dr. McCosh has hit upon a happy expedient. In the September number of the North American Review he relieves himself of his free-thought notions by way of a joke under the caption of "The Confessions of an Agnostic." He has the triple satisfaction of unburdening his conscience, retaining his standing in orthodoxy, and conforming to the sentiments of advanced thinkers. His two articles are the cleverest strokes of the hit-if-it-is-a-deer-and-miss-if-it-is-a-calf policy that we have seen for many a day. It may be observed, too, that clergymen are much in advance of their congregations in liberality of sentiment on questions of faith and that Bob Ingersoll has no more careful readers or enthusiastic admirers than the clergy of the orthodox denominations. In this connect-
tion also it may be surprising to some to observe that there is not a practically more liberal church in the United States than the Roman Catholic. In that you may believe just about as you please if you will only go through the motions and keep your mouth shut.

Young men commencing business or professional life should avoid too intimate association with "cronies." It is all very well to have chums in college, comrades in the army, or companions in traveling. These are all sentimental situations, but when it comes to the regular work of life, business is business. The former chum may not be the most reliable party to deal with when it is a question of dollars and cents. In choosing company, too, it is well to avoid those who are of an insincere or tricky turn of mind. Associating with one given to misrepresentation and "putting up jobs" will affect the character of the straightest mind, and, since a rupture with such is eventually inevitable, the evil association will cause loss of reputation to correspond to the injury done to character. People hate more those whom they injure than those who injure them, and a treacherous friend who has tarnished a reputation is bound in self-defense to destroy the worldly success of his victim that his base conduct may seem justified to himself and to the rest of the world. An ignoble wretch has three degrees of enmity: Positive, toward those whom he fears; Comparative, toward those he has injured; Superlative toward those who have done him a kindness.

In life it pays best to be very, very intimate with one woman and no man. With the above limitation the true policy is to go it alone. Too many cronies, or too much chumming, is destructive to studious habits and productive of habits of a deleterious character, and, of all, forms, club-life and politics are the most dangerous in their tendencies.

**RULING WITHOUT THE ROD.**

The movement to abolish the "cat" in the navy of Great Britain has given rise to some discussion on the subject of corporal punishment in the schools. Our most valued contemporary, The Schoolmaster, London, treats the question with characteristic insight and temperance, but is ten years in the rear of the very best and most advanced sentiment on the question. The truth may be stated in this wise: The worst teachers whip most; very good teachers whip but little; while the very best teachers do not whip at all. The fact is that civilization is too far advanced to permit us to accept the doctrine that flogging is a necessity of school government.

But as this question will never down, even in America, the relation of an experiment may not be without value to teachers at home and in England. In 1868 the principal of a school of 1,000 pupils in Chicago resolved to discontinue the use of corporal punishment, and, for ten years he persevered in that determination. A single expression in the rules of the Board—that a pupil might be suspended (not expelled), for a term not to exceed four weeks, for pointed disobedience—was the secret of his success. It was assumed that disobedience was the capital offense against school discipline, and it was made a point to let the ax fall in every case of such disobedience. All wrangling, coaxing, and threatening was avoided, and the mere replying of "I will not" to a proper demand was made pointed disobedience. To perform the act of suspension the principal was called to the room in which the offense was committed, and the offender was ordered home without a word of anger or reproach.

In dealing with trifling offenses and with disorder not reaching the dead line of disobedience, it was assumed that the child in such chronic unruliness was never to blame. This assumption proved true upon examination. It was found that, in such cases, the teacher was to blame once, and the parent nineteen times, out of twenty. Compelling the parent to come to the school settled the difficulty ninety-nine times out of every hundred. Even an angry interview proved efficacious; for, when the storm burst, its fury was dissipated and the sky had nothing to do but clear. When a parent requested the teacher to punish the child, the principal attained a peculiar power and dignity by replying that such a task was not his business, that it was beneath his position and unbecoming to his character to stoop to the infliction of chastisement upon another man's child.

To say that the experiment worked admirably is expressing it mildly. Discipline improved, the mutual relations of teachers and pupils became more cordial, and, strangest of all, suspensions for misconduct became fewer every year; insomuch that, five years after the trial commenced, there were no suspensions in that school, and the superintendent ordered that the same plan be adopted throughout the city. It was as successful in all the schools as it has been in the one, and for four years a school system, rising from 35,000 to 40,000 children, was managed without the infliction of any corporal punishment. It is scarcely an exaggeration to say that the schools approximated the condition of a terrestrial paradise during this period. So much was this the case that, when a "ring" was formed to oust the Superintendent, and when the incompetency of his proposed successor or was pointed out, the ringsters used the argument that the schools had reached such a state of discipline as to be able to "run themselves."

Yet corporal punishment was not abolished. The parents, being compelled to look after their children's conduct and often made impatient by being obliged to go to the Superintendent's office to have them restored, would handle the rod themselves in a lively manner. The effect of the measure was to remove the practice of flogging from the schools to the homes, and to shift the responsibility of children's conduct from the schools to the homes, and to shift the responsibility of children's conduct from the schools to the homes, and to shift the responsibility of children's conduct from the homes to the parents, where it properly belongs.

Under the present Superintendent, however, a retrograde movement towards barbarism has set in. The former Superintendent had keen insight into school matters, practical knowledge of school methods, and tact and firmness in dealing with the citizens who came in various moods to secure the restoration of their children. But his successor, being at a loss what to do, hands the cases over to the Assistant, who is as timid and perplexed over them as the Chief, and the whole matter is finally left to the principal. Getting no help from the office, the principals do not use suspension very largely, but thrash or do otherwise as the spirit moves them. Yet, such is the abiding result of the experiment that, with no fearless judge to appeal to, with nothing to sustain them but equivocal and time-serving demagogy, evasive answers, shuffling suggestions, and non-committal subterfuges for intelligent guidance and direction, yet the schools have gone on so far without any serious explosion. But the explosion will come at no distant day, and then the Janus-faced administration will have to take refuge in a rule of the Board forbidding the infliction of corporal punishment—a rule that was not needed while a strong hand was at the helm, and one which will hamper teachers and belittle their authority, even beyond their present state of harassment and servility.
However, the above experiment was tried without the embarrassment of a compulsory attendance law, and in a city where the demand for seats was greater than the school accommodations could afford. Whether of permanent benefit to pedagogy or not, the plan will be pleasant as a memory.

REVIEWS.


At the present day, no book could be more opportune. Though we are in the midst of the second decade since the War for the Union, yet the debates in the last Congress have shown that the discussion over the relative powers of the general government and the state have not reached an end.

The boys and girls of the war period are the men and women of today. The descendants of the defenders of the Union, remembering that the Union was preserved and slavery abolished, but knowing little regarding the struggle over the Constitution at the time of, and ever since, its adoption, look with complicity bordering on stupidity at the revival of “dead issues:” the descendants of the supporters of the Confederacy, recognizing the fact that theirs was a “lost cause,” yet believing that “dangerous constructions” have been and will be put on the Constitution, cheer on to the wordy combat their leaders in the defense of “state rights.”

The cause of this apathy on the one hand and enthusiasm on the other is easily explained. The farmers had, as their children to day have, the dry facts of the origin of the Constitution given them in a nutshell. “The Articles of Confederation did not give the general government sufficient power; a national convention with Washington as President was held at Philadelphia; after four months deliberation a constitution was adopted and being ratified by the requisite number of states went into operation March 4, 1789.” The latter read, as their children to-day read in their student histories, glowing accounts of the efforts to establish the principle, “that the states should be one nation in all foreign affairs and distinct as to all domestic ones”; the declaration that “the states formed a confederate republic and not a single republic”; the warning that “the abandonment of the principle of State Sovereignty will cause all that is glorious in the past, and so hopeful in the future, sooner or later, to be lost: in the same inevitable despotism of a consolidated, centralized empire, which eventuated in the overthrow and destruction of the liberties of Rome.”

Now comes to us this book, written by one far removed from party strife and ambition, yet thoroughly conversant with the principles of our government, their foundation and development. It so clearly lays before the reader proof that the Constitution was not “God’s saving it to a distracted and imperiled people,” but that it “had been extorted from the grinding necessity of a reluctant people” as to create in the minds of the most complacent doubts regarding the inspiration and infallibility of our much-worshiped Constitution. The struggles of party, (always with respect to the Constitution) over relations with France, Louisiana, Embargo, Slavery, Tariff, Nullification, Panama Congress, and the blind following of the masses after demagogues are so fully elaborated as to arouse the most apathetic to a realization of the necessity for a more thorough understanding of, and instruction in, our principles of government. This book comes with the imprint of a law book publishing house. Let that frighten none. It is not a “law book,” it is a book which every teacher will read with unflagging interest, and then wonder why the whole subject is reduced in our text-books to a date. Its arrival is most timely.

If Dr. von Holst does not demonstrate conclusively that the Fathers intended this to be a Nation and not a Confederation, he does prove the absurdity of their reasoning about the thirteen in one, or as he aptly puts it, “the attempt to out-do the mystery of the Trinity.” He clearly shows that “Sovereignty can only be a unit and it must remain a unit,—the sovereignty of law.”

It will doubtless surprise many to find the origin of the doctrines of Nullification and Secession attributed, not to Calhoun and his disciples, but to a more noted and earlier light.

Acquainted with the gallant exploits of our brave tars in the War of 1812, the presentation of merely the political aspect makes us wonder if this can be the war in which Jones, Perry, and Decatur won their laurels.

The “peculiar institution” of the South and its close connection with every Congressional measure are handled without gloves. The haughty non me tangere is shown as the basis on which the slavery approached all great bills, and thus brought forth the famous compromises. Von Holst exposing with a calm, retrospective view, “the true nature and the substance of the compromises which gave Henry Clay the proud name of ‘the great peace-maker,’” recalls the warning uttered thirty years ago by one of our poets:

“Amid the market’s din,
Lift the ominous, stern whisper from the Delphic cave within;
They enslave their children’s children, who make compromise with sin.”

The translators say, “Americans will not agree with von Holst in his estimate of the great men who founded the republic. They are right. Only one man, George Washington, comes out unscathed, from the dissectioning of this keen German. Though it delights us to see the noble patriot whom meaner men now try to belittle, understood and appreciated, we cannot fully endorse the interpretations of the lives of Jefferson, Jackson, and other ‘favorite sons.”

This translation belongs wholly to Chicago, and is justly a source of pride for our city.” The work of the translators is well done. The question arises, in “Much was advanced, in favor of this theory which sounded plausible,” whether the adverb is not incorrectly used for the adjective. The binding, paper, and print are all admirable. The indiscriminate use of small and capital letters in titles and abbreviations; as, Justice Story and Justice Story, Gen. Gaines and Gen. Gaines, is not pleasing. It is a small matter that should be remedied in future editions.

If succeeding volumes equal the first, it is safe to predict a development of information regarding Constitutional History and a reason for the faith that is in them, hitherto unknown among the American people.


So much has already been written concerning the expurgated translation of L’Assommoir that we feel certain the famous book must have in some way attracted the attention of many of our readers. We have not given this work a cursory glance, merely forming a surface opinion upon its merits, and we therefore feel that we would like to call the attention of our educators to it in a special way. Although it is ostensibly a novel, it really possesses few of the characteristics of fiction, and reads like the most matter-of-fact history of the downfall of a family, a history
whose counterpart might be found in any of our large cities. It is a book unfit to be taken up in a leisure hour for entertainment, for the person who can be entertained by such terrible pictures as are presented to the mind's eye, already proclaims himself unfit to take rank in civilized society. It is a book to be studied, to be pondered over by wise men and women who feel the responsibilities of life, by educators, statesmen, and philosophers, that the moral may be taken home, that the misery and crimes here depicted may call attention to the necessity of finding some way to save people from falling into such sloughs of evil, who have no special tendency to vice, who merely drift onward because of the temptations to evil everywhere presented, and with no helping hand stretched forth to save.

The first chapter gives a terribly real description of a night of anxious watching by Gervaise, the woman whose history the book records, for a man with whom she is living, but to whom she is not married. He deserts her and her two children. She marries afterward the man Coupeau, a steady, honest tinsmith, and the first years of their married life are very happy. They are both honest, industrious, and sober, and have laid by five hundred francs with which they propose to better their condition in life. An accident happens to Coupeau, and she, out of her affection, refuses to have him sent to the hospital, and their savings soon disappear. In his days of convalescence he drifts into the wine shops, and the evil has begun. There are efforts to reform, with the inevitable relapses, and although for a while she heroically struggles on, she at last succumbs to the force of circumstances, and she too falls.

The whole hideous picture is very graphically portrayed, and cannot fail to cause a shudder of horror. It is the most effective temperance story that can be written; it is not exaggeration; it does not moralize or preach; it simply tells the whole story, clear and pointed, and without comment or deduction.

It is not a book for the family, and should unquestionably be kept out of the hands of the young. It cannot fail to leave its impress upon the young mind. It would stain like a blot upon a white page, and might prove Pope's lines true that

"Vice is a monster of so frightful mien
As to be hated needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace."

To mature minds, whose habits of thought are formed, and who look upon the world as it is, with a hope for what it may yet be, this dark picture may be useful, as it portrays vividly certain conditions of society in large cities everywhere, a condition that must find a remedy, if we do not wish our boasted civilization to totter and fall.


In the preface the author makes an unnecessary apology for writing this book; but one who has presented the subject in so clear and original a manner, without deviating into the by-ways of oddity or dealing in the least in numerical jugglery, is welcome with his offering at any time. Prof. Olney has a peculiarly common-sense way of presenting rules and explanations, a manner entirely free from the verbose amplifications of the "old masters." In force and directness of expression his style is as original and western and indigenous to the soil as the literary art and diction of Bret Harte and Mark Twain.

As a book of work it is admirable, the applications after the fundamental rules for instance, consisting of 101 problems, separated by short line rules, into sections for lessons of reasonable length. The work is not encumbered with any Procrustean plan of development of the science of numbers, nor any pre-determined discipline of treatment, to which all things must bend and which all details must be made to fit. The author has no scientific ax to grind, and so makes a straight-forward common-school book in a straight-forward and sensible manner.

The metric system is treated with fulness and clearness. In this feature the work excels any other now in the market, and we know whereof we speak, for we have tried them all in the school-room. The metric problems are copious and well classified. In percentage the formulas and explanations are given first and the examples under all the cases afterward, and not under each case separately.

The work is rich in examples and problems. Its treatment of each subject is modern and practical; there is not a catch, an intricacy, a line of obsolete matter, or an attempt on the part of the author to show his higher mathematical learning, in the whole book. The chapter on mensuration is a model of what is useful and practical, and is neatly and ingeniously illustrated.

Looking carefully through the book, the thought is, "How easy to make so sensible a treatise!" And yet its very simplicity, like a finished English style, is the evidence and result of the highest art, tact, and ingenuity.

Smailev's Analysis and Formation of Latin Words. John T. Roberts, Syracuse, N. Y.

This little book of only 80 pp. is plainly the work of a thoughtful student. It will prove of excellent service both to the inexperienced learner and to the skilled instructor. The former should derive from it an inquisitive taste for philological pursuits without which one need not expect to attain linguistic culture; the latter will find in it a book of ready reference in which are laid down the best determinations of our leading philologists, so far as they are within the scope indicated by the title of the book. The blank leaves for notes in the body of the book, and the tables for analysis at its close, considerably enhance its value as a means of self-instruction.

- Appleton's School Readers have had a most remarkable "run" among school books. Teachers in all parts of the country have accepted them as equal or superior to any series of readers yet published. During the first four months after their first appearance (Sept. 1, 1878), 50,000 copies were introduced from the Chicago office alone. The recommendations published form a respectable library volume. And yet the rage continues. Appleton's agents are everywhere, and in every place they leave the Readers, usually to stay. The first four Readers of the series were noticed at length in the WEEKLY about a year ago. Since then the Fifth Reader has appeared, which admirably crowns the series. It is a text-book of classic English, and at the same time a practical treatise on Elocution. The explanations and definitions relating to Poetic Reading are particularly clear and succinct. If a teacher wishes to study English reading with a relish he should have this Fifth Reader of the Appleton Series. In it he may learn not only the technicalities of the science, but much of history, biography, and language. It is noteworthy also that the type of this book is large and clear, for which the publishers are to be particularly commended. It has been pretty well established that myopia among school children is caused to a considerable extent by the closely printed pages of their text-books.
HOPE.

By MARIE S. LADD.

Away in the heart's deep shadow,
There sits, the livelong day,
A little bird, with a wondrous voice,
A sweet and soothing lay.

It sings a song of sunshine,
Tossing the boughs about
That shaded with gloom the merry heart,
Till its light had night out.

Though off its voice is siren,
And its notes contain no truth,
I care not, so long as in singing
It sings the songs of youth.

PAST.

By TAPLEY STARR.

As I sauntered beneath the wind-swept trees, I looked up and saw there was nothing left but one little empty nest into which the snow was fast falling.

When Springtides come, ablaze with bloom,
Or Summer's bridal bowers,
We do not care what else is there—
We see but fruits or flowers.

But Winter's blast that strips at last
Shows if there's ought that cleaves—
Some little nest that stands the test
Above the fallen leaves.

But what avails when wintry gales
Make buds and blossoms go!
Hope's empty breast, like robin's nest,
Will catch but falling snow.

TALKS WITH PRIMARY TEACHERS.

1. PENMANSHIP.

JULIA E. ORMISTON, Austin, Ill.

UPON many primary school programs, I find no time allotted to writing. Even where script is required in slate exercises, the pupils get no special instruction in the correct formation of the letters. The alphabet is written by the teacher upon the blackboard, and the pupils imitate, or attempt to do so, when they join those letters to form the words of the spelling lessons. The teacher remarks, “They will soon pick up writing.”

It is true a few of every school have the artistic genius in which are developed a taste for symmetry and beauty of form, a critical eye, and a natural ability to imitate. But this class is small compared with the remainder of the school, who possess only the negative of these faculties. The hieroglyphics of their early efforts rival those of the ancient Egyptians in difficulty of translation.

For the benefit of this class writing should be taught, and the pupils not left to “pick it up.” As well might they be left to “pick up” spelling.

In the first grade, fifteen minutes, as least, of each day, should be devoted to the subject. I find it most convenient to give to it the first fifteen minutes after the opening exercises in the morning, as, at that time, the slates are all clean and dry.

Each child should have a slate properly ruled for spacing the height of the letters, (those teachers who have no slate-marker can improvise one by breaking a common steel pen. The prongs left on the sides are the right distance apart for the lines,) a wet sponge, and a small dry cloth. If, at the beginning of the year, every child bring a penny, the teacher can purchase a box of slate pencils, which she may keep on her table and allow the children to use only in the writing lesson. Two boys appointed for each week will enjoy keeping these sharpened. A ruled black-board is very desirable. Near its base (at a convenient height for the average child in the room,) paint six horizontal lines about one and one-half inches apart. The finer the lines can be made, the better, as the black-board, of course, must be used for the other work of the school. Vertical lines extending across the entire width of the board, a yard apart, will show each child how much room he should occupy. (This spacing by vertical lines promotes good order during other black-board exercises.) Number these spaces by figures placed at the top of the board. These numbers will be convenient when the teacher wishes to call attention to the work of any particular child.

Do not experiment with the children as regards position. The school will have a disorderly appearance if the pupils are taught front position one month and side position the next. Little folks cannot easily change from one to the other without some confusion. If possible, let there be uniformity of position in all the departments of the school.

About all that can be accomplished the first week is to teach the children good position, how to hold their pencils, where to keep their slates, what is meant by a line being one, two, or three spaces high, and to make straight slanting lines.

In my experience I have found it well to teach the children to make the figures before beginning the letters. An awkward habit contracted in the primary room has gone with a boy several years of his school life. How many times have I noticed him making a straight line and then putting a cap on it for a q, which, being finished, could easily be confounded with the printed q. It seemed natural for him to begin every figure at the most unnatural corner, or, in the boy's vernacular, "the other end first." By a little watchful care his teacher could have assisted him to overcome this natural, or unnatural back-forward-ness.

Call the attention of the class to the height of the figures, and lead them to notice that 1, 2, 3, 4, 5, 8, and 0 are of the same height, one and one-half space; that 6 is two spaces high; and that 7 and 9 extend one-half space below the base line. This work will require about two weeks.

The next week the teacher is able to teach them to distinguish between and make straight slanting lines, right and left curves.

The fifth week teach the difference between angular joinings and turns, and to make the letters a and i.

The following order is good, as it introduces but one difficulty or new element at a time: u, i, j, 0, n, m, v, x, o, a, e, z, r, s, d, t, f, q, 0, k, b, f, y, g, j, s.

In four months teach all of the small letters and several words in which no compound curves are required in joining the letters.

During the next three months review all the letters and practice joining them in words by compound curves.

The remaining three months of the first year devote to the capital letters, and words and sentences beginning with them.

Analyze with the children every letter before they are allowed to write it. As a rule, the better description of a letter a child can give, the better he can form it. Use the same naming of principles, that is, the same system of penmanship that is used in the other departments of the school. This will avoid confusion when the pupils are able to enter higher grades. Very much benefit is gained by their criticism of one another's work. This the children cannot do, unless they know the names of different parts of the letters. Those of the school who have written at
their seats should be allowed to criticise the work of those at the board.

The teacher may lead the pupils to deduce some rules or cautions in forming the letters. For example, "The lines in the loop of A, L, C, etc., should cross each other just one space above the base line." "Do not retrace in m, n, u, etc." (The meaning of retrace should be developed.)

I think it is best to allow the children to print their spelling lessons during the first five months. I am aware that many successful teachers do not agree with me, but advocate the abolition of printing.

To discuss this question would extend the limits of this article unduly.

SQUARE ROOT.

MARY RUCKMAN, South Bend, Ind.

ROOTS are considered so difficult to understand by so many teachers that we often hear the exclamation from some one in despair, "I can solve the problem, but I cannot understand the process. I cannot see why the process brings the correct result." Believing that the Normal method will throw light on the subject we present the different steps:

1. Write the number whose square root is to be obtained.
2. Point off the number into periods of two figures each, beginning with units, because (1st), The square of any one of the nine digits does not exceed two places; (2nd), It determines the number of places in the root; (3d), For convenience.
3. Find the greatest square in the left hand period whose root is an integral number, and find its root.
4. Find the surface of the largest square.
5. Subtract the surface of the large square from the given area.
6. Find the length to which we add. Double the root.
7. Divide the remaining amount by the length, to which we add to find the width of additions.
8. Find the surface of the two oblong additions.
9. Find the surface of the small square.
10. Find total surface of additions.
11. Subtract.
12. Repeat the process.

Take for example this problem: Find the square root of 65-025.

\[ \sqrt{65.025} \]

\[ 6.5025 \]

Proceed by writing down the number and pointing off the periods in two figures each:

\[ \underbrace{65.025}_2, \underbrace{25}_2 \]

Next we must find the largest square whose root is an integral number. This is done by subtracting the greatest square in the first period from the given number:

\[ \underbrace{65 - 64}_1 = 1 \]

Since the small square must fit the end of the two oblong additions, which have been added, we use twice the root found, as a trial divisor, and we find the root of this to be 5 sq. inches.
books must be given away to supply specimen copies and books at "intro-
duction" rates when books have been in use for years—it is this which is un-
sound from any and every point of view.

Could such abuses be reasonably corrected, a satisfactory solution of the
school-book problem is not difficult. The "net" prices being recognized as
the prices to the ordinary school buyer, the reduction of agency and introduc-
tion expenses will permit a sufficient margin of trade discount to remunerate
those who keep stock and handle the books, without its being so large as to
offer temptations to give it away. This would simply give the retailers a fair
change, without in the least injuring the publishers' hands.

On the other hand, it is not to be expected that all the school business shall
be done through the channels of the regular book-trade. The publisher
necessarily seeks direct relations with such large buyers as city or state boards,
who are in fact wholesale buyers. And so on. What is fairly to be desired,
on both sides, is that the school-book business shall be conducted, by each
individual house, according to the independent common-sense that rules
other successful trades.

THE RECESS.

Scene—Lesson in mental science—Prof.—How do you know that you
know anything?

Senior—I don't know.

The editor of an Iowa paper being asked, "Do hogs pay?" says that a
great many do not; that they take the paper for several years and then have
the postmaster send it back marked "refused."

In answer to the question, "State one historical work written by each of the
following: Motley, Irving, Prescott, and Bancroft," a young lady at the late
examination wrote, "Motley wrote Motley's history, Irving wrote Irving's his-
tory, Prescott wrote Prescott's history, and Bancroft wrote Bancroft's his-
tory." That is all well enough as far as it goes, but we will wager a nickel
that Bryant didn't write Bryant's history.

GREAT INDUCEMENT! Subscribe! Subscribe! For every young lady teacher
who subscribes for the WEEKLY for two years in advance, we will engage
to write a poem—wreath a chaplet of poetic bloom, as it were—upon the oc-
casion of her marriage! Now isn't that an offer? We will guarantee too
that the poetry shall be almost as good as that exuded by G. W. Childs or
that published in the Chicago Sunday Tribune. Now girls, come on with
your subscriptions, but don't all get married at once. We do not, however,
extend this offer to widows. We fear the strain would be too great on our
machine.

ARCHERY PRACTICE.

'Twas her time of recreation
When the summer sky was clear,
And of boards of education,
She had banished every fear;
When I found her in the forest
She was aiming fair and low—
For the bow and the arrow.

Who that looked upon her aiming
Would the question dare to moot
Of her royal right of showing
Young ideas how to shoot?
And behold what sweet perfection
Youth and beauty can engrave:
Lo! the rod of harvest correction
Turning into Cupid's shaft.

With grace her bolt is feathered
And with it shines it clear,
And I feel my bosom tethered
To the target on the tree;
For her witchery of archery
Hath woven such a spell
That I'd fain play Master Albert
To her rule of William Tell.

'Twas the time of her vacation
And the summer sky was clear,
And what wise vaticination
Could have boded the danger near?
But the fact is that her practice—
She was aiming fair and low—
For in the "game" my heart, and made it
With the arrow from her bow.

OUR EXCHANGES.

No exchange is more welcome than the School Bulletin (Davis, Bardeen &
Co., Syracuse, N. Y.). The editor is the most artistic educational writer in
the Union. He is keen, fertile, and genial, with a touch of sarcasm at times
that tickles while it cuts. In the last number ever, line was a jewel and
every word a gem.

The Schoolmaster (London) is the most carefully edited educational jour-
nal on our list. It has force and individuality, insight into pedagogical
affairs, and, when occasion calls for it, an undercurrent of quiet satire as keen
as that of the best among the high class British reviews. Its articles are of
high literary merit, but indicate a stage of educational progress formative
rather than formed. Its lists of questions indicate a deeper but narrower
channel of education than that of the States, the requirements in mathe-
matics being particularly severe. Separated by half a continent, an ocean, and
thirty years of time from the old sod, we still feel very near home in the
pages of the Schoolmaster.

The New England Journal of Education is a sterling and substantial
publication. Success marked it for her own from the day of its birth. It has
the pride, prestige, wealth, and—pardon us, we had almost forgotten it—the
culture of New England to sustain it. Though not well edited, its business
success seems to be immense. Its large size, the variety of its articles, and
the ability of many of its contributors, stone for the want of force, originality,
and suggestiveness in its editorial department. Its publisher has the happy
knack of plucking luscious oranges and squeezing them for his own benefit.
All is fish that comes to his net.

Notwithstanding its erudition and success, the Journal is the only ex-
change that shows any narrowness or bigotry. It is published a trifle too
near the places where witches were burned and convents snatched. With a little
better support the WEEKLY can possess all the advantages of the Journal,
but not all the money in Boston could get for the Journal the one good hold of
the WEEKLY.

The Pacific School and Home Journal (Albert Lyner & Co., San Fran-
cisco, Cal.) is the most inventive and literary of our exchanges. Its gift of
poetry and story-telling, however, does not interfere with its soundness
on scientific and educational subjects. We look for its elegant form with
much interest. The people of the Pacific coast are mighily on the alert in
pedagogical matters, and all along there is much of the gold dust of talent
that was massed into a nugget in the person of Brint Hart.

Barnes' Educational Monthly has to us a melancholy interest. Its con-
tributions are not up to the standard of the days of its youth; its editorials
are better, or at least safer; for when quite radical, the source takes off the curse.
Its historical and scientific departments are well chosen. But the Table Talk
is but a poor substitute for the original Notes and Comments. On the whole,
we have a vague notion that it was a bad business both to take Barnes' bonny bairn away from its fond foolish father.

The Pennsylvania School Journal is now almost exclusively an eclectic.
It is not good for a journal to have its editor become too great a man or to re-
ceive government pap. It is with magazines as with nations:
"'Tis farse the land to hastening illa a prey
Where wealth accumulates and men decay."

The West Virginia Journal of Education (Morgantown, W. Va.), is a
weekly, young and promising. May it live long and prosper.

The Teacher is published in Philadelphia, by Eldredge and Brother, and
is a model of neatness and good taste. Its first column for July contains
"The Teacher's Recompense," a beautiful poem written for the WEEKLY by
Kate B. Reed, of Cedar Falls, Iowa. Its first page article is on "English
Words," and is worth preserving, after first giving it a careful reading.

Our help-meet in the southern part of the state—The Illinois School Journal
—has struggled nobly for success, but has scarcely more than reached the
promise of it before its editor is compelled by "a pressure of professional
and other labor" to announce the probable discontinuance of the journal. We
shall be glad to send our Illinois edition of the WEEKLY to its disappointed
subscribers. The WEEKLY is recommended by the retiring editor of the
Journal as being "one of the best educational publications in existence, and
should be regularly received by each teacher in the state."
Educational Intelligence.

EDITORS.

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

CHICAGO, AUGUST 28, 1879.

THE STATES.

IOWA.—Rev. Adam Holms, M. A., for five years principal of Epworth Seminary, has been elected to the chair of Latin and Greek in the Upper Iowa University. The twenty-second year of the University will begin Sept. 3. This item appeared in the August number of the Iowa Normal Monthly:

"We learn that Bro. Medes is negotiating with his publishers for the sale of the Central." "Bro. Medes" replies in the August Central: "The publishers of the Central would not be consulted should a sale be contemplated. Mr. Medes is not the sole owner of the Central and hence has no authority to sell the same. There has been no nego (

WISCONSIN.—Ex-Superintendent Wells has twenty pupils in attendance at his school. Mrs. Wells has been obliged to give up her primary school on account of room. Examinations for state certificates were held this week at Chicago, Freeport, Galena, Jacksonville, Champaign, Alton, and Centralia. There were 170 teachers in attendance at the Champaign county teachers' institute. Prof. Powell's management of the institute was very popular and successful. Mrs. C. E. Larned, county superintendent, was busy every minute of every day. Indeed, if reports are true, her days of hurry and labor are not limited by the session of an institute, but reckon up as many in the course of a year as there are legal working days. On Wednesday, Aug. 20, Miss Ada E. Stanley, principal of Winnetka school, was married to Mr. Charles Goss, a resident of that village, who does business in Chicago. The post ceremonial reception was largely attended by both young and old. The floral decorations, arranged by Mrs. Durgin, were wonderfully beautiful. The bower of evergreen, the presents—in short, everything was lovely. We were there.

MICHIGAN.—The institute held at Niles had an enrollment of 80. Prof. E. A. Strong, of Grand Rapids, assisted Prof. Daniels throughout the week, and lectured Monday and Wednesday evenings. Prof. D. Putnam, of the Normal School, assisted Thursday and lectured Thursday evening. Occasional exercises were conducted by Prof. E. E. Miller, of Michigan City, J. C. Chilton, of Detroit, and B. R. Goss, of Niles. A good degree of interest was manifested on the part of the members. Steps were taken toward the organization of a county teachers' association. Its first meeting will be held at Buchanan on the third Saturday of October.

W. A. Sprout and wife continue in charge of the school at Pinckney. G. M. Sprout and wife will continue in the Rockford schools. Ira Forbes, of New Baltimore, will take charge of the school at Brighton. Mrs. Belman goes from Hartland into the school at Orion. Miss Ella Dean has been elected teacher of music in the Lansing schools at $500 per year.

Superintendent Austin George, of the Kalamazoo schools, has been elected to the professorship of History and English Literature, in the Michigan State Normal School.

The central University building was considerably damaged by fire on the 22d.

The following are additional items from the circular issued by State Superintendent C. A. Gower.

District Boards.—1. Boards of three members: A Director, a Moderator, and an Assessor; one elected each year for a term of three years. District may vote to Director compensation; have custody of school property; report taxes; manage school funds; purchase and lease sites, and build school houses; fill vacancies in their own number; employ teachers; and provide for at least the minimum amount of school in each year; prescribe uniform text-books, and courses of study; and establish all necessary regulations for the management of the schools. 2. Boards of six trustees may be elected in districts having more than one hundred children; powers and duties the same as above, except that they may, in addition, establish high schools. 3. Boards in cities having special school charters are so variously constituted that it would be difficult to describe them in this connection; their powers and duties are, however, similar to the above. The Director is the clerk and executive officer of the Board; keeps record of proceedings; takes annual census of children; draws and signs contracts, and warrants or orders on school funds; gives notices of district meetings; and makes reports to the Township Board of Inspectors. The Moderator presides at district and board meetings; and countersigns contracts, and warrants and orders on school funds. The Assessor has charge of school distr funds, and appears for the district in all legal proceedings.

School Revenue.—Revenue for school purposes is derived as follows:

1. The interest on permanent fund in the hands of the state arising from the sale of primary school lands, apportioned to the counties by the State Superintendent, upon the number of children in districts having maintained the requisite amount of school.

2. Two mill tax levied in each township by the supervisor; used only for school purposes.

3. Local or district taxes voted by the people for building and other purposes (except for teachers' wages and incidental expenses of the school, which i. by the board) limited for building purposes, in districts having less than ten children, to $25; in those having from ten to thirty children, to $50; and in those having from thirty to fifty children, to $1,000; for other purposes voted by the district, not to exceed one-half of the above sums. In districts having less than thirty children, the district board cannot levy for teachers' wages and incidental expenses, more than $50 per month for the term school is held.

4. State Board of Education.—Consists of the Superintendent of Public Instruction, and three other members elected for six years each, by the people; his control of the State Normal School is authorized to grant State Certificates to teachers, and also prepares questions for the use of those authorized by law to examine teachers.

5. Board of Regents of the State University.—Consists of eight members; two being elected biennially by the people for a term of eight years; has entire control of the University of Michigan.

6. Boards of Control.—Of other state institutions are variously constituted; the members of such being usually appointed by the Governor.

The text contains information about educational institutions, changes in school management and administration, and various school-related events and activities across different states, with a focus on the roles and responsibilities of various educational boards and officials.
The salary of the principalship of Oconto has been reduced to $50 per month, payable in town orders, which are cashed at a discount any time within two years.

The Beloit school board, through Principal W. H. Beach, issues a circular containing the courses of study in the different grades, and tuition rates to non-residents. The high school is on the Accredited List of the State University, which enables its graduates to enter the University on certificate of the principal without further examination.

KANSAS.—At the meeting of the State Teachers’ Association, the following officers were elected for the ensuing year: President, Prof. L. A. Thomas, of Topeka; Vice President, Prof. M. L. Ward, of Manhattan; Secretary, L. G. A. Copley, of Paola; Treasurer, Miss Brown, of Leavenworth; Executive Committee, Superintendent A. B. Lenmon, Prof. H. C. Speer, of Junction City, and Prof. Wm. Wheeler, of Ottawa. Topeka was selected as the place for the next annual meeting. Among the resolutions adopted at the close of the meeting was the following: “Resolved, That the executive committee be instructed to take such preliminary steps as will lead to the accommodation of an educational museum in the new Capitol building at Topeka, in a manner similar to that given to the collections of the State Agricultural and State Historical societies.”

The State Board of Education has decided to give permission to assist in Institutes to all persons recommended by the County Superintendent and Conductor of the Institute in which they are engaged to work.

GENERAL NEWS ITEMS.

—The Cincinnati Board of Education has passed resolutions demanding not only the highest intellectual qualifications in teachers, but also the purest morals.

—At the late meeting of the Kentucky State Teachers’ Association, a communication was received from the Louisville Courier-Journal offering a limited amount of space in its columns for the publication of educational matters. The offer was accepted by the Association, and the selection of an editor was left with the executive committee.

—Vanderbilt University is the recipient of another large gift. Wm. H. Vanderbilt has just given $100,000 for the erection of a gymnasium and of a civil engineering and scientific hall on the grounds of Vanderbilt University.

—The Medina Co. Register, Medina, Ohio, edited by W. R. Comings for the Medina Co. Teachers’ Institute, whose officers are Pres. W. R. Comings, Secretary, Allie Elliot; Ex-Committee, Hiram Sapp, E. R. Culver, and Miss S. A. Gooding, is a new educational journal. The editor shows vigor and especial taste since he publishes in this initial number not less than four squibs of the writers’ taken from the National Teachers’ Monthly, in the days when he was a green orange, and of course got badly squeezed.

KANSAS INSTITUTES:

To the Editors of the Weekly:

Thanks to D. H. Pingeney, of Bloomington, Ill., you have heard from Minnesota, Iowa, Wisconsin, and Illinois, but not from Kansas, regarding county superintendents’ examinations and institutes. The Kansas institute is supported by funds drawn from three different sources. Each county in the state is authorized by law to contribute not more than one hundred dollars annually for the support of institutes. The county superintendent is required by law to hold an annual institute continuing not less than four weeks. Each teacher who enrolls at a institute pays a fee of one dollar. An examination fee of one dollar is paid by each applicant for a certificate. When the institute of any county secures an enrollment of fifty teachers the state advances fifty dollars for the support of the same. Out of this fund, drawn from the teachers, from the county, and from the state, the conductor and instructors of the institute are paid. Not a dollar of this fund can a superintendent get, though he may act as conductor or instructor throughout one or a dozen sessions. The enrollment fee is fixed by law at one dollar, so that no superintendent would dare ask a larger fee.

In Kansas certificates are issued by a board of examiners, consisting of three members, the county superintendent being an ex-officio member. It would be absurd to say that a board so constituted would deny certificates to applicants who had not attended the institute, or would grant certificates to “unqualified teachers” simply because they had been in attendance at the institute. In the next place the facts in the case, in this county and in others in this state, totally disprove the charge used by Mr. Pingeney. Applicants who have attended these summer schools do fail to obtain certificates, while many who do not so attend do secure certificates. There is no compulsion other than a professional one, and that would not be very strong with those able to obtain a “state certificate.” Of course the profession has no claims upon them and can expect no support from them (!)

Our state certificates are of three grades, three-year, five-year, and for life.

To be entitled to a three-year certificate, the candidate—1. Must pass a satisfactory examination in the following branches.


2. Must have taught one year. 3. Must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing.

To be entitled to a five-year certificate, the candidate—1. Must pass a satisfactory examination in all the branches required for a three-year certificate, and in General History, Algebra through Quadratics, and Plane Geometry. 2. Must have taught two years, one of which must have been in the State of Kansas. 3. Must produce testimonials as required of candidates for three-year certificates.

To be entitled to a State Diploma, the candidate—1. Must pass a satisfactory examination in all the branches required for a five-year certificate, together with Solid Geometry, Political Economy, Elementary Chemistry, and Latin Grammar, Reader, Censor, and Virgilius, or equivalents. 2. Must have taught five years, two of which must have been in the State of Kansas. 3. Must present testimonials, as required of candidates for certificates.

From this it may be seen that to obtain a three-year state certificate a candidate is not required to have taught in the state, a recent statement of a Kansas immigrant to the contrary notwithstanding.

The county certificates are of three grades, “A,” “B,” and “C,” for two years, one year, and six months respectively. Certificates of grades one and two are given to applicants who pass an examination in Orthography and Oratory, Reading, Penmanship, Geography, Arithmetic, Grammar, U.S. History, U.S. Constitution, and Theory and Practice. The “A” grade calls for a knowledge of Book-keeping, Industrial Drawing, Botany, Entomology, and Geology in addition to the requirements of the other grades.

In this county the examination is seldom completed in one day, never so when there are applicants for the “A” grade. Here is the program of our next examination:


An oral examination and work on “A” grade subjects will occupy the second day. A standing of 75 per cent for a second grade, of 90 per cent for a first grade, and 90 per cent for an A grade, in every branch of the examination is the requirement for certificates in this county. The complaints are not that our examinations are too easy, but that they are too hard. The number of those who fail to get certificates varies from 20 to 40 per cent of the number taking the examination. There is no disposition in the state to play the part of anti-carpet-baggers. Let all come this way who can or who wish to come, and rest assured that their merits will be appreciated in time, and their merits discovered. The honors go to those who can win them.

COWLEY COUNTY.

The spelling reform movement reminds us of a little story. A friend of ours from Kildorrey or Gay Spillane, we have forgotten which, was examined some years ago for a teacher’s certificate. Briggs, of the Franklin Bank—he couldn’t have better luck—was then President of the Board and examiner-in-chief. He had a number of words printed phonetically, to be translated into English orthography by the candidates. At the recess we asked our friend how he had got along. “O, very well entirely,” said he, “until they gave me a big slice of Greek to translate; and though I could do pretty well in Latin, sure I don’t know a divilish thing about Greek.” He deserved to fail. An Irishman ignorant of his mother tongue!
FURTHER HINTS FOR MR. FINGERLY.

But yesterday, the work accomplished by our institutes might
Have stood against the world; now lies it there
So low that none will stoop to do it reverence.

O teachers! if I were disposed to stir
Your hearts and minds to mutiny and rage,
I should do Fingerly wrong, and all like teachers wrong;
Who you all know are biting the insipid institute, and
I will not do it (Fingerly wrong). I rather choose
To wrong myself and you, (by holding institutes for your benefit)
That it will make us all, as we may call it, valuable educators.
But here's a document before me, written
By a distinguished educator advocating the holding of Normal Schools,
Let but the patrons of our schools hear this
(Which, pardon me, I do so quote),
And they would rise up and bless our county superintendents (who hold Nor-

mal Schools).
Yes, beg a bar of them for memory
And, dying, mention it within their wills,
Bequeathing it, as a rich legacy
Unto their issue.

If you have tears, prepare to shed them now,
You all do know this accusation; you remember
The first time you saw it in print,
'Twas on a summer afternoon in June
That it appeared, in THE EDUCATIONAL WEEKLY.

Look at our educational mantle!
Scarred as you see by teachers.
In this place ran the lazy teacher's dagger through;
See what a rent the envious pedagogue made,
Through this the well-beloved Fingerly stabbed,
And as he passed along, he said,
Mark how the friends of institutes faltered.
Judge, O you gods, how dearly he loved the profession;
He, who for twenty long years had
Toiled with those whose duty it is
To point out the path to knowledge.
This was the most unkindlest cut of all,
For when the friends of education saw him stab,
The man who holds within his clenched fists
That precious document, (of which

Every true teacher should be proud,) 
A True Certificate; and while viewing it
He turns exultingly and bids defiance
To county superintendents and institutes,
Exclaiming Veni! Vidi! Vici! Vici!
I repeat, when the friends of education saw him stab,
Ingratitude stronger than Fingerly's words
Quite vanquished them; then burst their mighty heart,
And rolling up the educational mantle
Even at the base of the monument of egotism and jealousy
Which all the while sent out jets of impudence and disappointment,
The usefulness of our institutes perished.
O, now you weep; and yet, you feel
The dust of pity; these are not gorgeous drops.
Kind friends, what, weep you when you but behold our institutes attacked?

Look you here;

See our educational institutions everywhere marred by the hands of traitors;
O pious spectacle!
O woful day!
O most sorrowful sight!
I am no writer, as Fingerly is,
But were I Fingerly,
And Fingerly Harrington, there were an Harrington
Would ruffle up your spirits, and put a tongue in every patron of our schools
to rise up
And demand that we have progressive
Teachers in all our schools.

G. B. HARRINGTON,
Co-Sup. of Bureau County, Ill.

FROM INSTITUTE ATTENDANTS.

To the Editors of the Weekly:

I think D. H. P. does great injustice to the many efficient county superin-
tendents of Illinois by saying in his article on Institutes in No. 12 of the
Weekly, that they make it obligatory on their teachers to attend institutes, or in any way make it one of the conditions
on which they may obtain a certificate.

While there may be, and doubtless are, men elevated to the office of county superin-
tendents who are desecrators and wholly unworthy of the honor, yet I believe the office through which the entire state is generally filled by competent, honorable men.

County superintendents can not make such requirement of teachers if they would;
I am required, by law, to grant certificates to applicants upon satisfactory examination on certain branches of study and evidence of good moral character.

I do not doubt that it would be a great benefit to teachers to make such re-

requirement of them, as I verily believe they who are punctual and prompt in their attendance and duties in regular to institute work, are the teachers who succeed in their business, and, of late, the teachers sought by school boards.

We have in this county, besides the regular annual Institute, or teachers' drill, a monthly meeting—THE MORGAN COUNTY TEACHERS' ASSOCIATION—in which the interest of the COUNTY is of course of the utmost importance.

We would be in a position to decide whether or not the school district has a sufficient educational interest: and if we have never failed to return to my school, after attending the association, feeling strengthened for my work.

If you have teachers, prepare to shed
That it appeared, in THE

WEEKLY, that precious
Your hearts and minds to mutiny and rage,
Our educational institutions are
wOrld. They are required
and
their
authorities.

We, as a county, are in connection with the association, and all money made from institute work goes toward keeping the library fresh.

We are, proud of the institute work, proud of our county superintendent, and proud of our county and the profession. I fear no one will see the articles in No. 122 of the WEEKLY more than defending the county superintendents, I believe they form an honorable body in the state of Illinois.

JACKSONVILLE, ILL.

A MORGAN COUNTY TEACHER.

G. P. Putnam's Sons have issued a new classified catalog, which includes, in addition to their publications in standand and general literature, descriptions of a number of valuable educational works, among them Prof. Hart's German Classics for American Students; Pres. Bascom's works on Mental Philosophy and English Literature; Putnam's Series of School and Reference Atlases, Putnam's Elementary and Advanced Science Series; Dr. Leffingwell's Reading Book of English Classics, etc., etc.

Before buying school registers for the coming school year, teachers should send to W. J. Shoup & Co., of Dubuque, Iowa, for a specimen page of THE NORMAL REGISTER, published by them. This Register combines more desirable features on one page than any other we have seen. Though prepared for use in Iowa, it will be found serviceable in any state.
LITERARY NOTES.

Students of Shakespeare, and especially teachers in high schools and colleges, where perhaps not one in five hundred is expecting to become a specialist in Shakespeare, owe much to Prof. Henry Hudson for his annotated editions of Shakespeare's plays. Recently a new edition of his Hamlet has made its appearance, handsomely published by Messrs. Ginn & Heath, of Boston. Professor Hudson is “one of the prominent Shakespearean scholars of the century,” as Professor E. P. Whipple has said, and his criticisms, though few in these volumes, and his keen appreciation of Shakespeare's genius, have given him preeminence among American scholars. His Preface to Hamlet is a very fine piece of literary work; every line of it interesting to a teacher or student. His notes are carefully written and revised till there is scarcely an unnecessary word or a superfluous explanation. They are neither too elaborate nor too scant, but are confined strictly to the wants of high school pupils. Everything Mr. Hudson writes is fresh with originality, and shows a mind accustomed to critical and philosophical thinking.

—Macmillan’s Copybooks (Macmillan & Co., New York), possess several very excellent features. The fifth book of the series contains a list of copies in common type, which are designed to be written, and they are so constructed as to serve as a review and practice exercise of the elementary principles contained in the first four books. After the next four books another similar practice exercise is given, filling a whole book, and teaching the history of England and Scotland. The last—fifteenth—book of the series contains an abundance of geographical data respecting Great Britain. In the earlier books of the series, the script copies are reproduced in whole and in part by dotted lines to be traced by the pupil. The series is well graded; instructions are given on every page; and the price is only one dollar. Those who want something new will do well to examine them.


INDIAN MUSIC.

These twenty-four Indian songs are taken, by permission of the editor, from the last number of the American Antiquarian. They were furnished that magazine by Rev. M. L. Dana, and represent the style of music among the Chilimans and Twana Indians. No patriotic, love, or work songs are contained in this collection. All these songs were heard by Mr. Bells, and his description of the circumstances is quite interesting.

Song No. 1 is a boat song which he heard in 1857, when a band of the Chilimans arrived at a council, and No. 2 is another which he heard when the same Indians arrived at a great festival. Those on shore sometimes reply with another song, while those in the canoes rest for the purpose.

When gambling in one method, with pain of bones, singing is universal, accompanied with the pounding on large sticks with smaller ones. Nos. 3 and 4 are Twana songs of this kind. No. 3 having been sung by one party, and No. 4 by the opposing party in the same game. The words have no meaning. Nos. 5, 6, and 7 are songs which he heard sung by Chilimans in the same kind of game, and No. 8 by both tribes.

The common nursery songs, to soothe a crying child, or hush one to sleep, he was not able to obtain, but was told of No. 10, by a Chiliman. A rough mask was put on the face of the parent, and the song was sung to frighten the crying child into quietness.

At almost all funerals there is an irregular crying kind of singing, with no accompaniments but generally all do sing the same melody at the same time in unison. Several may sing the same song and at the same time, but each begins and finishes in his own way, as he may wish. Often for weeks, or even months, after the death of a dear friend, a living one, usually a woman, will sit by her house, and sing, or cry by the hour; and they also sing for a short time when they visit the grave or meet an esteemed friend, whom they have not seen since the decease. At the funeral, both men and women sing. No. 11 is heard more frequently, some time after the funeral, and No. 12 at the time of the funeral by the Twanas. The words are simply an exclamations of grief, as our word, alas; but they also have other words which they use, and sometimes they use merely the syllable la. Often the notes are sung in this order, and sometimes not, but in some order the notes do and la, and occasionally mi are sung.

At their religious performances, whatever be the occasion, singing is almost universal. No. 14 was heard when a party of Twanas were encamped and were seeking the aid of the spirits for a safe journey. It was accompanied by the drum and pounding on sticks. Nos. 15, 16, and 17 are Twana songs, when a medicine man is singing to cure a sick person. No. 17 is a kind of bawdy song, and Nos. 18 and 19 were sung by the Twanas, and Nos. 20 and 21 by the Chilimans, at a dance, and were accompanied by the drum. The words are simply exclamations of grief, as our word, alas; but they also have other words which they use, and sometimes they use merely the syllable la. Often the notes are sung in this order, and sometimes not, but in some order the notes do and la, and occasionally mi are sung.

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Comparative Examination Paper,
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If desired, it may be had with printed headings, with blanks for recording the same, subject, per cent, etc. Twenty-five cents per ream will secure it all printed.

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