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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, for 85 cts. in advance.

The Swedish exploring steamer Vega reached Yokohama on Tuesday, Sept. 2, having made the Northeast passage after a voyage of nearly fourteen months. The expedition was under the command of Prof. Nordenskjold, who is confident of the ultimate practicability of the route for the purposes of commerce. The voyage was one of unusual variety and interest for an Arctic exploration and it developed many interesting ethnological and geographical facts.

The educational affairs of France are in a state of ferment over the proposition to exclude the Jesuits and all other religious orders from any hand in the education of youth. The advocates of state education claim that the religious teachers turn their schools into political agencies to bias the minds of youth in a certain direction, while the religious orders retort that they teach the principles of religion, patriotism, and morality which are immutable, whereas the control of schools by the state is as much a species of partisan machinery as the appointment of prefects. People in this country will naturally sympathize with Jules Ferry and the advocates of purely secular schools, and there is no doubt that in this policy is found the most enduring safe-guard of progress, liberty, and enlightenment.

The scientific disillusionists are as bad as the historical ones. Now comes a writer in the Popular Science Monthly proving that the belief in the power of snakes to charm small animals is superstitious ignorance.

"Leaf by leaf the roses fall,  
Drop by drop the streams run dry."

The fact appears to be that what observers have thought the work of a charm or terror-spell in the bird, under the gaze of the snake, is but the last act of a well played tragedy. The serpent's fangs are thin and retractile. It could not hold even a small animal inclined to resist; so it gives a snap-bite, injecting the poison and waiting in the vicinity for the virus to work. The trembling limbs or fluttering wings, the incertitude of motion, and final dropping into the very jaws of the ophidian are the result not of fright or charm, but of poison. So the basilisk glance is all moonshine. Oliver Wendell Holmes will have to re-write Elsie Venner.

Much of the influence of teachers is unconscious on their part and purely imitative on the part of the pupils. The teacher's voice, manner, and temper have more effect on the character of the pupils than set lessons and studied moralizing. There can be no genuine good teaching save from a genuine good man or woman. The influence of a strong and generous mind is felt throughout a school of 500 pupils, or a school system of 50,000 pupils; whereas a weak administration invites every species of mischief and disorder. Immorality is the loosening of mental fiber, the relaxation of bands that should be tough and tense. The trembling hand is the result of unstrung nerves, and the vacillating character the result of feeble faculties; and all manner of vice, like weeds, grows up under such supervision. A lie is the refuge of a weak mind, and sneaking expediency characterizes its policy. It is a sad fact that under the influence of silly chicanery there is much time-serving, lick-spittle insincerity, and servility in the management of our schools. It is only a strong hand that can be kind and generous. A bashful man trying to be at his ease is guilty of a blundering boldness bordering on effrontery, and one who is a trimmer to those above him must necessarily be a petty tyrant to those over whom he has power.

"Too much attention is given to the education of the intellect and not enough to the education of the affections and the will," says some solemn moralizer in a dull contemporary. And the statement is widely copied as a just criticism of the public schools. Now what affection needs educating in the young? Love of parents? Let the parents teach it by their own character and precepts. Love of country? They drink that in unconsciously from their reading books and histories. When the war broke out did not the youth of the country show that they had done so? Love of religion? Which stripe of religion? Love of their teachers? With worthy teachers there is no trouble about that. Love of the opposite sex? Indeed there would seem to be little need of cultivating that affection; its ripening under any circumstances is anything but tardy.

Now as for the will, repressive rather than encouraging measures would seem to be the true policy. Then where appears any lack in our educational system in dealing with the affections and the will? What is the meaning of cultivating the heart? It means just nothing. The sensibility is as much a part of the mind as the intellect is. There is no geographical or physiological separation. All talk of contrasts and differences between head and heart is nonsense or at best a figure of speech. But, then, as the Pope said to Father Tom in Samuel Ferguson's ingenious whopper, "Figures of speech, your reverence, figures of speech are the pillars of the Church." Figures of speech threw Europe into darkness and kept it there for a thousand years. They blinded the medieval schoolmen and kept them at loggerheads for years and years. Let us plant ourselves on facts, hard-pan, and not let figures of rhetoric befuddle our modern schools.
INTELLECT AND MORALITY.

"CULTIVATING the intellect to the neglect of the moral nature," "the triple nature of man—physical, intellectual, moral," "giants intellectually, but dwarfs morally," are expressions that have been accepted as truisms, but which, examined critically, are as meaningless as the cabalistic formulas of mysticism or the subtle distinctions of the scholastics. From the standpoint of physiology, upon which eventually psychology will be founded, intelligence and morality are closely allied, if not identical, and moral obliquity is another form of emotional insensibility and mental obtuseness.

It is universally acknowledged that the intellect and reason depend upon the condition and healthy action of the matter of the brain, but, through a medieval tradition, the moral nature is assumed to be independent of physical conditions. Now the fact is that the moral feeling is more directly dependent upon healthy brain action than are the intellectual faculties, for, upon the approach of mental disease, as it advances gradually, the conscience begins to fail long before the reason becomes obscured. Every function of the mind depends upon a sound state of the mechanism of the brain.

The Fortnightly Review relates the following instance:

"Some years ago a miner was sent to the Ayrshire Dis't Asylum, who four years before had been struck to the ground insensible by a mass of falling coal, which fractured his skull. After regaining consciousness his wife noticed a steadily increasing change for the worse in his character and habits; whereas he had formerly been cheerful, sociable, and good-natured, always kind and affectionate to her and his children, he now became irritable, moody, surly, suspicious, shunning the company of his fellow-workers, and impatient with her and the children. This bad state increased until he was sent to the asylum as a dangerous lunatic. At the place where his skull had been fractured there was a well-marked depression of bone, which was eventually removed by the trephine. From that time an improvement took place; his cheerfulness, his affection for his wife and children—in short, his old self, coming gradually back, until he was discharged from the asylum recovered. No plainer example could be given as to the direct connection between physical injury and the supreme nerve centers of the brain. Disease, a fever for instance, will derange the moral character as plainly as a blow on the head; and indeed almost every sort of mental derangement commences with a moral alienation. This alienation of character continues throughout the course of the disease, and it is frequently found that for a while after all disorder of the intelligence is gone. Thus it appears that when the mind under-goes decadence, the moral feeling is the first to suffer; the highest acquisition of mental evolution, it is the first to witness mental degeneracy."

What conclusion is to be drawn from the above but that morality is the fruit of the highest intelligence, the key-stone of the mental arch? Intelligence and morality are then not to be contrasted but regarded as connecting links of a chain, companion cords of the same instrument, which need only to be struck in unison to fill the world with harmony.

But a distinction should be made between intelligence and cunning. We may be asked, How about defaulting cashiers, embezzling accountants, and treacherous shepherds of susceptible flocks? In answer we would say that many circumstances may lead to mental disease. The constitution, both physical and mental, may be undermined by over-indulgence in any of several different kinds of stimulants—alcohol, religion, or the passion of money-getting. When a man loses his mind from over-work, if his disease takes a violent turn, the work, not the original genius of the man, is held accountable; but if it takes an immoral or thievish turn, the cry is raised by a certain class of

religionists, "Behold the evil effects of high education without religious restraint and moral training!" As if as much immorality did not arise from perverted religion as from misdirected intelligence!

Plato says that the ability to study is a high form of morality, and we have seen from the above citation that the cultivation of moral character is inseparable from, and the result of, the cultivation and health of the mind. From much of the moralizing of the religious press, it might seem that between the intellectual and moral nature there is a wall, like that which separated Pyramus from his Thisbe, or that they are antagonistic forces, the strengthening of the one of which necessarily implies the weakening of the other.

Ignorance fills prisons and poor-houses; while intelligence opens new fields of pleasant and productive labor. Counterfeiting is cited as an example of the danger of intelligence; as if mere manual dexterity were any sign of a cultivated mind. Penitentiary convicts are either half-educated or illiterate. The oily tongue of the confidence man, or the prepossessing exterior of the gambler, is no sign of education, though it often passes for such. It is one thing to be a gentleman and a scholar, and quite another to be an "honorable bl.tr."

It is true there are certain courses which a fine mind may pursue, such as spiritual or spiritual over-indulgence, or the frenzy of speculation, that inevitably lead to moral ruin; but the habits, not the intellect, should be blamed for this. When a man is crushed in a railway accident, his environment, not his intelligence, is the cause of the disaster, and, as getting on the train is the original occasion of his misfortune, so the first step in risk or indulgence, and not the general make-up of his character, or the quality of his intellect is the cause of his ultimate fall.

REVIEWS.


In this series of readers the fancy of the fountain of perpetual youth is more nearly realized than in any other feature of American life. They are old and yet always new. They are the books in which most of the present generation learned to read, and yet are as fresh to the children of to-day as they were to the youth of "forty years ago." In them the youth are delighted, and the middle aged made young again.

The present edition is profusely illustrated with attractive cuts. Several artists are represented. This gives variety and interest to the engravings; no one artist, as in some series of school-books, monopolizing the field and filling the plates with monotonous faces of children which might as well, for any originality or truth to nature they possess, be taken from the fashion plates of a magazine.

The timeliness and freshness of the matter, some of it taken from recent publications, proclaim the genuineness of the revision and the taste and thoroughness of the work. Still, looking over the entire contents of the higher books, it is safe to say that, excluding the old English Reader, no other series has a complete line of classic selection, of gems of English literature whose luster is undying, of pieces in which the occasional and the ephemeral are carefully eschewed.

A guest at a hotel puzzling over the bill of fare, exclaimed at last, "I believe in first principles; give me roast beef!" So in the First Reader it is refreshing and commemorative of old times to find the alphabet in type and script. The lessons progress in
short words and short sentences, gradually extended and strikingly illustrated. However, the advantage of diacritical marks at this stage may be fairly questioned. A novel and admirable feature is the introduction of script lessons for slate work. These are sufficiently numerous and well-graded. These exercises are continued through the Second Reader.

The Third Reader contains a chapter on emphasis and one on punctuation. The Fourth Reader contains chapters on punctuation, articulation, and inflection, illustrated with copious exercises. The Fifth Reader has a concise, but thorough treatise on elocutionary drill with appropriate exercises.

Many series of readers have appeared since the first publication of McGuffey’s, but the McGuffey’s still more than hold their own in the affection and patronage of the public. The grading of the McGuffey’s has never been surpassed, nor has the interesting character of the matter. There is hardly any other series that has not some hobby in view, besides making of children easy, natural readers. In singleness of purpose, in the adaptation of means to ends, in catching and holding the attention of children, in filling the bill of “reading made easy,” McGuffey’s Readers stand unrivalled and alone.


This volume forms No. 100 of the “Leisure Hour Series.” Its aim is to give a series of selections from some forty or fifty authors no longer living, illustrative of the growth of American literature from 1776 to 1876. The authors selected are representative of polite literature in the narrow sense; history, biography, travel, and oratory, are excluded. Occasionally a short biographical sketch of an author and his works precedes the selection from his writings. An Introduction of twenty-four pages gives a readable sketch of the literature of the Colonial period. All lovers of American literature will provide themselves with the book. It contains a total of 407 pages. Price $1.

A Short History of France for Young People. By Miss E. S. Kirkland, Chicago: Jansen, McClure & Co. 1879. Price $1.50.

There can be no hesitancy in commendng this work to all young people, or to any one who wishes to find a brief and readable history of that most interesting people, who have, for a thousand years, held a prominent place among the nations of the earth. The style of the writer is plain and simple, occasionally even elegant. The straightforward, sensible, and clear-headed way in which she has told the whole story, giving the facts and stating the issues of the several epochs, is the chief charm of the book. Those who have read her “Six Little Cooks” and “Dora’s Housekeeping” will find here the same clearness of expression and the same directness of statement which characterize her former writings. The book is entertaining to adults as well as to “young people.” It has been written carefully and corrected more carefully. It is excellent for its omissions, and admirable for its attractive way of stating principles and ideas, as well as facts.


This book contains a story evidently written to convey a moral lesson, and yet, while this is brought prominently before the reader, it is not a terrorsome book, but is absorbingly interesting from first to last.

The plot is very well drawn, but the author fails to carry it out successfully. The murder of old Solomon is too easily thrown upon Dantoon, and the clerk Dudley has too great liberty allowed him, to be quite consistent.

There are some other slight defects in the carrying out of the plan, but taken as a whole it is an exceedingly well written book.

The author is so earnest in her effort to call attention to certain abuses of society, that she becomes almost an apologist for crime, and we are reminded that “Virtue itself turns vice, being misapplied.” With this fault left out, it would be a good book to place in the Sunday school or youth’s libraries, for while it teaches good lessons, it does not preach to the reader. It rather suggests good thoughts than utters them. It develops the idea that the “iniquity of the fathers is visited upon the children.”

It discusses the failure of state prisons, and proposes plans for carrying them on, so that the criminal shall be less a criminal when discharged after serving his time than when he went to prison. It advocates temperance, and condemns the Deacon Shaws who make long prayers, and derive their incomes from liquor making or selling, though it does not pass directly through the Deacon’s hands.

It pleads the necessity of helping those who would help themselves. The author would prove that the state should educate as well as punish its culprits, and society inculcate right principles and develop a desire for knowledge in the masses, so that in a happier future churches, school-houses, and public edifices shall take the place of saloons, that men shall be capable of ruling themselves and the nation, and no longer be content to grovel in the depths of misery and degradation of every description.

The book is handsomely bound, the language is good, the style easy and flowing, and it will repay the reader the time spent in its perusal; it suggests thoughts, and aspirations, not unworthy the attention of teacher, scholar, or statesman.


This is an extensive book of 347 pp. 8vo., and is intended for use as a text-book by pupils who already are informed in the etymology of English Grammar. The discussions are pointed and interesting, even when the reader is unable to endorse the conclusions reached. It is the author’s belief that as “the human mind is everywhere and in all eyes the same, the methods of thinking are of necessity precisely the same. Hence, when we have learned the elements of thought in one language, we have learned the same for all languages.” This position is the excuse for writing an exhaustive treatise of the subject in hand. The author he ce believes that the “work, binding together as it does the syntax of all languages on the common basis of universal gener:al forms of expression, will be found to supply a want which thoughtful educators have long felt in the study of languages.”

The position taken with regard to certain participial forms of expression will be endorsed but slowly by students of our vernacular. The assumption that the possessive pronoun before a participle in such an expression as “I heard of his going,” is the exception, and that it is equivalent to the objective form, as “I heard of him going,” will at least not commend immediate and universal belief. The usage of the possessive form of the noun in similar constructions and the numerous quotations introducing the objective form even though the latter be stilted and awkward, sufficiently indicate the fixedness of the author’s views in this regard. The treatment of the relative clause is much more satisfactory.

To the student of language the author’s discussions of this
topic are well worth the price of the book. It is a matter of great regret, however, that no index has been provided for the use of the inquisitive student. The fullest Table of Contents cannot alone for this inexcusable oversight. We hold that no copyright should be issued upon a new book designed for the use of students unless it is furnished with an exhaustive and reliable index.


This charming little book, translated from the French by Abby Laugdon Alger, merits the perusal of every teacher or student of elocution. While the conclusions reached by the author are the same as those already formulated by many celtic writers, it is nevertheless true that his occasionally apothegmatic style will tend to fix attention and secure a belief in statements which might otherwise pass unnoticed. Indeed, the sentences have an agreeable ring, even if we doubt the validity of the author are the statements which might otherwise pass unnoticed.

Moreover, it is not safe to assume that the teachers who have been pupils of normal schools or even graduates thereof have mastered their art. Too many of these schools are normal merely in name, and devote their attention mainly to what is commonly called academic work. A study of a table of the statistics published by the Commissioner of Education in 1872, and based in part on the last census returns, and embracing 103 normal schools, showed a total of 12,600 pupils. There were, up to that date, less than 16,000 graduates from all these schools, and of these, less than 2,000 were males. Further, as showing the material with which these schools work, of the 16,000 graduates, but 1,027 had achieved an academic or other degree before beginning the normal course; and of these 1,027, 900 were from one institution to wit: the Massachusetts State Normal School at Westfield. While later statistics show a large increase in the number of normal schools and their pupils, it is too much to hope that there has been any great change in the character of the material that is operated upon. It is assumed to be a fact, therefore, that graduates of the normal school in general have no more general knowledge than pupils of other schools of the same grade, but rather less, since time and attention given to methods are taken from the time and attention ordinarily given to general knowledge. It is not to be assumed however, that there is any present intention to find fault with these schools—their system, their material, or their results. It is fashionable to condemn and ridicule the normal schools in certain quarters on the absurd and superficial notion that "teachers are born, not made." Teachers are born very much as other workmen are born. The expectation that any gift of nature will exempt an untrained person from blunders when first placed in charge of a school is as futile as would be the expectation, that the average number of people could shoe a horse, or build a ship, or feed a thrashing machine. You might do it, and do it well, after a while; but there would be mistakes and blunders; there would be waste and accident; blunders and mistakes on the part of a teacher are grievous things! Who among us has not had occasion to know and lament this? It is not, therefore, for the purpose of censuring normal school work, or sneering at it that this topic is introduced. It is that we may intelligently and honestly see the truth.

What then is this educational truth? This, That there are nearly fifteen millions of persons of school age. That vast exertions of various kinds are being made to educate them. That the almost unanimous testimony of all writers and thinkers is to the effect that the happiness of our people—their material and spiritual prosperity—the perpetuity of our institutions, and the very existence of our country as an independent nation, all depend upon the success of these exertions.

So prevalent have been this spirit and feeling among all classes of people, that in most of the states it has come to be regarded as one of the functions of the government to provide for the education of the children. Indeed, there is no government now existing on the face of the earth, possessing a reasonable degree of civilization, which does not recognize the duty of educating its children in some way and by means of some agency. Our own national government has from the very beginning made acknowledgment of this principle and has made persistent, and continuous, and generous provision for putting it in practice. Before the adoption of the Constitution, that is to say in 1786, when the then government of the Confederation made its
first important transfer of public lands to the Ohio Company, one section of land was donated to each town in support of schools, and two entire townships for the support of a university. And this became the settled policy of the national government. Without, therefore, consuming further time in this direction, it may be assumed as historically and actually true that our national government deems the education of the children of the country so essential a matter, that it has earnestly sought through all the vicissitudes of its history to induce the several states to see to it that their children do not grow up in ignorance. And further it may be stated in general, that, very largely as a result of the influence of the national policy in the matter, those states have been most characterized by intelligence, statesmanship, and patriotism, have undertaken the education of all their children. To this end the entire territory of the state is divided into school districts, and every child either actually or legally belongs to some district, and is entitled to a seat in some school. The state has expressly undertaken, therefore, in general terms, the education of its children. The state has read history! In the whole eternity of the past she has learned that no state has ever abdicated this function and lived!

This, then, ladies and gentlemen, is the great problem that should confront the best thought of this age: The education of the children of the Republic, by the Republic, for the Republic. It is not intended to stir up rancorous topics great and small; but by calling attention to universal truths and their necessary relations and connections, to do something toward promoting an adequate appreciation of this great problem. It is not that vanity may be flattered, or prejudices pampered, or self-satisfaction increased, but that a moiety of the difficulty and importance of the problem may be apprehended, its gravity understood, and possibly some of the imbecility which so often characterizes its treatment eliminated.

This great problem is accompanied by and includes a great fact. All the states and territories of this union by an innumerable variety of means and agencies are seeking a solution. There are few more interesting studies than the aspects and contrasts which this fact presents to our view. Compare Massachusetts in action with Georgia. Compare Iowa with Tennessee. While Massachusetts at the beginning of the Centennial year was spending $22 per annum for the education of each of her population of school age, Georgia was spending $1.10. While Iowa was spending $6.75 for the education of each of her school population, Tennessee was spending $1.60.

A reasonable understanding of the problem alluded to requires a glance at the agencies resorted to and depended on by the controlling powers for its solution. These may be stated in general terms as the graded schools and the country schools. The graded schools are generally found in cities and towns. Their peculiarity is, on account of the large number of children there found, a more perfect classification of pupils and a more complete application of the principle of the division of labor on the part of teachers. When a teacher is concerned with the work of one or two classes or with only one or two topics great expertise is soon acquired, or ought to be. There are several departments usually found in a graded system. In the larger cities, the work of the first four years of the child's school life is called primary work; that of the next four years, grammar school work; that of the third four years high school work, and the last four years college work. The country schools are not usually so well organized. In fact it was very common some years ago to find the fourth grades of age alluded to in one school, and it was no very uncommon thing to find a considerable approximation to the four grades of work there too.

From the nature of the case and circumstances the graded school work is much more completely done than the country school work. The city schools have reaped nearly all the advantage of the normal school training that has been given. Nearly all the effective supervision that is provided by the pigmy statesmanship that so often controls the matter is received by the city schools. Moreover, as soon as a country teacher begins to understand his business he begins to receive calls from some neighboring town. While, therefore, there are a few who progress in the way of pure atmosphere, both material, mental, and moral, and more room for the operation of the individuality of both teacher and pupil, it still remains an ominous circumstance that the country schools of this country are lamentably short of what they would be in the hands of perfect teachers.

An important inquiry in this connection is the proportion of our population to be found in cities. Indeed this is one of the most interesting and suggestive aspects from which the statistical work of the general government can be considered. It is found that the tendency of our population is very strongly toward city life. The relative proportion of our population residing in cities is constantly increasing. In 1790 when the first census was taken between 3 and 4 per cent of the population was of cities and towns. In 1870 when the last census it is stated that the part of the population so living was very nearly 21 per cent. However much some thinkers may deplore this tendency when viewed from the standpoint of politics, and in connection with "the ways that are dark and the tricks that are vain" so freely attributed to city politicians, it must be regarded as a favorable tendency when considered from the schoolmaster's standpoint. It indicates with all the certainty of mathematics, a constantly growing opportunity for better classified, better supervised, and better taught schools.

This tendency toward city life which is thus shown, is not accompanied by that decay which Goldsmith deplored when he wrote:

"I'll fares the land to hastening ill's a prey
Where wealth accumulates and men decay."

There is no destruction of a "bold peasantry" anywhere in the country except possibly in the far-off and semi-desert outskirts of Maine where the population per square mile has decreased. On the contrary, in addition to 21 per cent of the population which in 1870 was found in cities of 8,000 and upward, there were in the United States 174,076 sq. miles of territory having a population of 90 or upwards per sq. mile. This territory of course included certain cities whose population was less than 8,000, and from an educational point of view, may be considered as susceptible of very favorable provision. Further; there were found to be 18,302 sq. miles of territory having a population of between 45 and 90 per sq. mile. In the cities then, and in these two groups of territory the district of maintaining good schools is at the minimum. When the population is less dense than in any of these cases, the maintenance of good schools is burdensome, and is only accomplished by rare intelligence and self-sacrifice on the part of all concerned.

More than one-third of the population of the country must be placed in this group. In it are to be found many of the rural districts in all sections. In it must be placed a large portion of the population, particularly of the newer states.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Any book named in this list may be obtained by forwarding the price to the publishers of the educational weekly.

of letters, ed. by J. Mason Edg. p.

LEFFINGWELL, G. W., D. D. Reading book of English Classics for young pupils: a


SANFORD, Shilton F. New elementary algebra for high schools and academies. Phil.
Great Falls, 1879. 325 p. 12mo., $1.25.

SHEAT, Rev. Walter E. Etymological dictionary of the English language, arr. on an
historical basis. Pt. 1; A-Dot. N. Y., Macmillan, 1879. 176 p., 4°, pap., 72c.
A LITERARY PUZZLE.

Last October the Weekly published the following list of questions, each to be answered by the name of a well known author. Two or three responses were sent in, but never published because they were incomplete. The following are the questions with their answers. The guessing of them will form a pleasant evening entertainment.

1. What a rough man said to his son when he wished him to eat properly. Chaucer.
2. Is a lion's house dug in the side of a hill where there is no water. Dryden.
3. Pilgrims and flatterers have knelt low to kiss him. Pope.
5. Represents the dwelling of civilized men. Holmes.
8. A name that means such fiery things I can't describe their pains and stings. Burns.
9. Belongs to a monastery. Priestly. (Prior.)
10. Not one of the four points of the compass but clinging toward one of them. Southey.
11. Is what an oyster heap is like to be. Shelley.
12. Is a chair built on a dark treasure. Coleridge.
13. Always youthful as you see; but between you and me he was never much of a chicken. Young.
18. A ten-footed whose name begins with fifty. Longfellow.
19. A brighter and smarter than the other one. Whittier.
21. A very vital part of the body. Harte.
23. A small talk and a heavy weight. Chatterton.
25. Comes from a pig. Hogg. (Bacon.)
26. A disagreeable fellow to have on one's foot. Bunyan.
27. A conveyance and a kind of linen thread. Shakspeare.
30. An official dressed by the students of English universities. Proctor.
31. His middle name is suggestive of an Indian or Hotentot. Walter Savage Landor.
32. A manufactured metal. St. ele.
33. A game, and a male of the human species. Tennyson.
34. A barrier built by an edible. Cornwall.
35. To agitate a weapon. Shakespeare.
36. Red as an apple, black as night, a barrier built by an edible. Cornwall.
37. To put grain in. St. ele.
38. Something tender. St. ele.
40. What a ten-footer whose name begins with fifty. Longfellow.
41. To put something and in acknowledgment. Proctor.
42. To agitate a weapon. Alexander Pope.
43. To put something and in acknowledgment. Southey.
44. To look for something. Southey.
45. To agitate a weapon. Alexander Pope.
46. Where is the greater credit of its originality. How are we to learn if not by interchange of sentiments? Is it modesty? then it's a false modesty; diffidence? you should conquer it. Shakspeare.
47. To squeeze a weight. DeQuincy.
48. To speak. DeQuincy.
49. A common domestic animal and what it can never do. Cowper.
50. Each living head, in time 'tis said, will turn to him though he be dead. Grey.

One correspondent has furnished also the following additional questions, to be answered mostly by the names of poets:

1. A French preposition and an enemy. The Stowe.
2. Brighter and smaller than other lights. Bryant.
3. Not one of the four points of the compass but clinging toward one of them. Southey.
4. Is a lion's house dug in the side of a hill where there is no water. Dryden.
5. To look for something. Wordsworth.
6. Is a lion's house dug in the side of a hill where there is no water. Dryden.
8. A name that means such fiery things I can't describe their pains and stings. Burns.
9. Is what an oyster heap is like to be. Shelley.
10. Is a chair built on a dark treasure. Coleridge.
11. Always youthful as you see; but between you and me he was never much of a chicken. Young.
16. A ten-footed whose name begins with fifty. Longfellow.
17. A brighter and smarter than the other one. Whittier.
19. A very vital part of the body. Harte.
23. Comes from a pig. Hogg. (Bacon.)
24. A disagreeable fellow to have on one's foot. Bunyan.
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32. A barrier built by an edible. Cornwall.
33. To agitate a weapon. Shakespeare.
34. Red as an apple, black as night, a barrier built by an edible. Cornwall.
35. Something tender. St. ele.
36. Something good to burn. Southey.
37. A ten-footer whose name begins with fifty. Longfellow.
38. To agitate a weapon. Alexander Pope.
39. To put grain in. St. ele.
40. Where is the greater credit of its originality. How are we to learn if not by interchange of sentiments? Is it modesty? then it's a false modesty; diffidence? you should conquer it. Shakspeare.
41. To squeeze a weight. DeQuincy.
42. To speak. DeQuincy.
43. A common domestic animal and what it can never do. Cowper.
44. Each living head, in time 'tis said, will turn to him though he be dead. Grey.

LIFT UP YOUR VOICE.

By PRIM.

IS IT rank heresy, or high treason, or rash presumption to criticise the sessions of the Chicago Principals' Association? We feel that the criticism we are about to make is just and real. And ere we grow cullowed by custom and indifferent by the monotonous, we hasten to write it. The "Chicago Principals' Association" is an imposing name indeed, a name that would be recognized as authority, its decisions treated with respect anywhere in the United States. A stranger looking in through the new glass door would surely see an august body, each member of which well stamped with wisdom, thoughtfulness, and responsibility. This last always strikes our irreverent mind as being "immensely funny." Those in charge of the smallest schools appear to carry the heaviest weights, and so on inversely to the chairman, who looks the freest man there; but then his shoulders are so broad.

The impressed stranger, after looking through the door, softly turns the knob and enters. Oh, the solemn hush he feels envelops him immediately; but being bold almost to daring he swallows as much of the gravity of the situation as he can, trusting to experience to enlarge his capacity, and takes a seat. He notices that two-thirds of the number are women, so that he is sure of hearing sweet voices. He listens; the chairman reads; a deep voice "moves its adoption;" another seconds; a third moves to amend; the first accepts; the chairman "puts it" to the house; it is "carried." Again a statement is read; a gentleman objects; another gentleman thinks it foolish to object; still another gentleman objects and suggests an improvement in the way of an amendment. A lady (at last) speaks to the point; the amendment drops, and the motion is carried. Another statement; a gentleman speaks; then a lady (the same lady); then another gentleman speaks; and so it goes on.

"What are the other ladies doing?" thinks the visitor; they look wise, but they say nothing. "Is it possible there is but one woman here who knows enough to say it well?" Ah, my friend, you might by chance hear another low sweet voice should you attend often enough, but such an occurrence is rare.

The women do not speak in meeting, they let the men talk; they think, and go back to school and work. Work as well, perhaps better, but they are mute. Not one of them without an opinion, not one but mentally comments on everything uttered, but fear of something keeps them silent. If you have an idea, speak it, or you will be chagrined by hearing someone else get the credit of its originality. How are we to learn if not by interchange of sentiments? Is it fair to receive and never give? Women you may be, but your position surely shows that you were strong in something. Your daily experience cannot be written in your lives with charcoal to be easily rubbed out: It must live and abide with you. You must deduce and conclude from it. You must know, when you hear sentiments about school and school-work, whether they be good or bad, useful or injurious; why then wait for some brain and mouth, overcoat and pants, to speak.

The futility of the position surely shows that you were strong in something. Your daily experience cannot be written in your lives with charcoal to be easily rubbed out: It must live and abide with you. You must deduce and conclude from it. You must know, when you hear sentiments about school and school-work, whether they be good or bad, useful or injurious; why then wait for some brain and mouth, overcoat and pants, to speak. Women, you work as hard on "Committees" last year as men, and yet with one exception—may the gods bless her—you heard your work criticised, condemned, amended, and curtailed without saying a word in defense. What is it keeps you silent? Is it modesty? then it's a false modesty; diffidence? you should conquer it; inability to decide? then you are not fit for your position. Is it because you are women? there is no sex in your work. You are neither women nor men, you are educators. You are molding the coming generation of a nation; you cannot afford to sit dumb and voiceless in assembly and consultation.
SCHOOL ATTENDANCE CASES IN ENGLAND.

The following, from the Hereford Times, gives a view of the treatment of cases under the compulsory attendance school law in England. The hearing is before a bench of magistrates—usually three.

Thomas Prece was summoned for neglecting to send his son Thomas to school after an order for his attendance had been made by the magistrates. Mr. Garrold, clerk to the School Attendance Committee, said the order was made in October, and the attendance of the boy at school (Holmer) had been very irregular since. He was instructed by the committee to ask that sub-section 1 of section 12 should be put in force. It had never been enforced in Hereford yet, but the committee wished it done in this case as an experiment. Under the sub-section in question the magistrates were empowered to inflict a penalty upon the first complaint of non-compliance with the order, and he asked them to exercise that power. On the second complaint of non-compliance they were empowered to send the child to an industrial school.

The father said the boy was at his grandmother's; he was sent to school whether he went or not.

The magistrate asked him if he always sent him, but she was afraid he never would go regularly.

Mr. Garrold said he was afraid the boy would have to be sent to an industrial school if he repeated that course if possible. The Bench told the father they had no alternative but to fine him 5s., and if the boy did not go regularly he would have to be sent to an industrial school.

It being stated that the grandmother harbored the boy and prevented him from going to school, she was given to understand what the next consequences of non-attendance would be.

Thomas Baylis was summoned in respect of the non-attendance of his son George at Holmer school after an order had been made. Mr. Garrold said it was a case of habitual truant playing, or non-attendance. The order was made in May, and the boy attended only 2½ days during the next week, therefore the committee ordered further proceedings at once.

Baylis admitted the offense, but said he had no wife, and his daughter was away.

Mr. Garrold said every leniency had been shown to the defendant, and, asked for the infliction of the same penalty as in the last case. Up to the present time the committee had been very lenient in enforcing their power under the Act, but they found that parents were inclined to take advantage of their leniency, and therefore it was necessary to exhibit less leniency and more strictness in putting the Act in force.

The Bench fined the defendant 5s., telling him they had no alternative but to do so.

George Steele, 71 Millbrook street, was summoned on account of the regular attendance of his son Henry.

The wife replied.

Mr. Garrold said six notices had been served up to the 16th of May, when the last was served, and since then the boy had made only 32 attendances out of 50.

Mr. Plant, School Attendance Officer, corroborated this statement on oath.

The woman offered no good excuse, except that she had to go out to work, and that she sent the boy to school, and the Bench inflicted the penalty of 5s.

Mr. Garrold admitted the offense, but said he had to go out to work, and the Bench inflicted the penalty of 5s.

Mr. Garrold said other children had been very irregular, but they had only proceeded in the case of this one.

Mr. Plant proved the service between the 4th January and the 10th May (inclusive) of four notices, and said the child was absent on the 29th of May, the day particularized in the summons. Since the last notice was served the child had attended only 32 times out of 50.

Mr. Whitney said her house was a long way from school, and sometimes the weather was too bad for the child, who was delicate in health, to go all that distance.

Mr. Garrold said the distance was under two miles, and that was the limit fixed by the Act to the distance children were to be expected to go.

Mr. Bosley said he was quite sure, as he had before stated, that the committee had every care and concern in these cases, and that they would not incur the trouble and expense of issuing summonses unless there was really no reasonable answer to the case. In this case there was no excuse which the committee would regard as a reasonable one, and the Bench had therefore no alternative but to impose a fine of 5s., or 7s. imprisonment.

Joseph Preece, 8, Brighton-terrace, was summoned in respect of the non-attendance of his daughter Emma at St. Peter's school. The case had been adjourned for a fortnight to give the wife, who alleged illness as an excuse, an opportunity of getting a certificate of that illness from the Dispensary.

Mr. Preece now said he had heard Mr. Hanbury for the certificate, and he said they were not supposed to give certificates, and refused to give her one.

Mr. Plant proved the absence complained of, and added that when he had been to the house he heard nothing of illness in the child.

Mr. Bosley told Mr. Preece that it was quite true that Mr. Hanbury was not obliged to give a certificate, but she had ample opportunities of seeing the committee or the officer, or the schoolmister, and satisfying them of the unhealthy condition of her child, but she had done nothing of the kind. The Bench could only conclude that she was trying to evade the orders of the committee, and therefore her husband would be fined 5s., or seven days.

CLOUD SHADOWS.

A teacher of the Senior class in the Boston High School recently gave out to the girls, as a theme for composition, "Cloud Shadows." A young lady of 17 years, a member of the class, contributed the following pretty effusion:

As when the sultry sun his light doth pour
In floods of glory on earth's mother breast,
The distant storm-clouds, rising in the west,
Cast their fantastic shadows, where before
The sunbeams lavished all their golden store;
And hurling forth tornadoes as they roar,
The clouds of passion dim the summer sky,
Flinging their gloom where love and light held sway;
And hurling forth tornadoes as they fly,
In rapid passage, ran their course and die;
Sunshine returns, the brighter for delay,
And the heart smiles—like wakening flowers in May.

—Beautiful, large type, elegantly bound editions of Arabian Nights and Robinson Crusoe, for 55 cents each, and of Bunyan's Pilgrim's Progress and Travels of Baron Munchausen, for 50 cents each, have just been published by the American Book Exchange, 55 Beekman street, New York.

The joys of parents are secret, and so are their griefs and fears; they can not utter the one, nor will they utter the other.
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, Sup't. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

CHICAGO, SEPTEMBER 11, 1879.

THE STATES.

ILLINOIS.—An aggregate attendance of 3,561 pupils is reported in the public and private schools of Springfield.

About thirty colored boys made a demonstration at the Lincoln Illinois high school the other day, claiming a right to admission. They were denied entrance and ordered away, but threaten to take legal measures to secure the same rights in the high school as white children. The school board asserts that they are entitled to admission to the common schools, but that the State Supreme Court has held that town authorities can bar them from the high school. They also claim that outside influence has caused them to make the present demand, and not any desire of their own.

Lombard University recently received a cash donation of $3,000, from a wealthy friend of the institution living in Peoria county.

There are about 250 pupils already enrolled in the central school at Oak Park. B. L. Dodge is principal with eight assistants. The Harlem and River Forest schools are under the charge of Mr. Simonds, with one gentleman and three lady assistants, and about 130 pupils.

The new building at Lake Forest University was to be dedicated last evening.

The efforts of Pres. Anderson of Chicago University, to place that institution on a safe financial basis, are proving successful. All expenses of the last year have been paid, also a part of the floating debt. Mr. Riggs takes charge of the preparatory department this year. Professor Stuart, educated in the University of Glasgow, fills the chair of Latin. There is a prospect of a good attendance the coming term.

The Normal and Scientific School located at Morris, under the charge of Messrs. Cook and Stevens, opened on Tuesday, Sept. 2, with 100 students, representing a dozen different counties of this state and several from outside the state. The Normal offers a thorough, practical, and economical course. It is comprehensive in its plan, and yet its facilities are such as to meet the wants of individuals. Its departments are Common School, Scientific Preparatory, College Preparatory, Normal, Scientific, Commercial, Musical, and Telegraphical.

A dispatch from Jerseyville dated Sept. 8, says: "The public schools opened here to-day. Not one scholar appeared at the school set apart for colored children, but all who went betook themselves to the high school building, where they were met by Morris Locke, president, and other members of the board of education, and were refused admission. The colored children, many of whom were accompanied by parents, were retired, and threatened to renew hostilities to-morrow. Jerseyville is shaken from center to circumference by this unexpected outbreak, and the whites are unanimous against their being allowed in the white school. They claim that all the negroes here pay but $27 school tax; that they are furnished with a separate school, and a competent teacher, with all conveniences and appliances that the white school has, and if they persist in their course there will be a war of races, and the negroes will be starved out."

IOWA.—The Southern Iowa Normal School is said to be in a flourishing condition.

Mr. John R. Foulks, of Mt. Pleasant, has charge of the Bloomfield high school.

An exchange, giving the Normal Institute enrollment list says: "The names of more than half a dozen school children who attended irregularly are omitted."

We are glad to hear that the State Normal School begins its fourth year very auspiciously. The attendance will reach two hundred. All of the apartments have been taken and many students must find accommodations in town. Everything in and about the building has been put in the best of order. The people of the state are beginning to appreciate the Normal and to regard it as one of the best managed institutions in the state.

Mr. D. W. Lewis conducted the Washington county Normal Institute. The following report speaks for itself: Length of session in days, 13; enrollment, 152; average membership, 181; average attendance, 177; days absence, 50; cases of tardiness, 40; per cent of attendance, 97.7; per cent of punctuality, 94; enrollment in 1874, 106; 1875, 81; 1876, 100; 1877, 165; 1878, 165; 1879, 192.

The Mahaska County Institute enrolled 271 teachers in 1877, 240 in 1878, and 256 this year. Mr. H. H. Seeley has been conductor for the last three years. He understands the work, and has the confidence of the teachers of the county. Supt. Williams is a good organizer and is doing fine work for the schools of the county. Means. McConnell and Givens and Mrs. Thomas, the other instructors, rendered complete satisfaction. The most advanced class took up Mental Philosophy and Political Economy in addition to the common branches. Prof. Eldridge lectured before the institute during the last week.

Supt. Fort, of Jackson county, is one of Iowa's first-class officials—a fact which ought to be known and remembered by the voters of study old Jackson next month. The teachers in attendance at the county institute recognized this fact and adopted a resolution pledging themselves to the support of the best candidate for the position of county superintendent.

Rev. E. J. Gillett, D. D., professor of Chemistry in the Keokuk medical college, has been chosen president of Parsons' College, Fairfield. The Board of Trustees also elected Prof. W. M. Hersman, of Berlin, Md., professor of Moral and Mental Science.

Prof. W. F. Barclay, of Albion Seminary, lectured before the Grundy County Institute. His subject was "That Schoolmaster of Mine."

Supt. J. W. Curry has published a catalog and proceedings of the Normal Institute recently held at Iowa City. It is a neat pamphlet, giving definite information in regard to the work done at the Institute. Circulated among those who should be interested in our schools, Supt. Curry believes this knowledge will have a tendency to bring about a fuller recognition of the importance of institute work.

Supt. F. W. Guernsey, of Plymouth county, writes: "Our Normal Institute came to a close on Thursday last, and it was conceded by all to have been the most successful one ever held here. The enrollment of teachers was small—53—but all came to work, and did work too. Prof. J. Wermil acted as Conductor, and was assisted by S. G. Rogers and Miss M. Guernsey. At its close I granted sixteen certificates without further examination."

WISCONSIN.—According to the Wisconsin Journal of Education, a kindergarten is about to be established in connection with the Platteville State Normal School. It will be the chief aim of the kindergarten to serve as a place of observation for the students of the Normal School.

The Regents of the Normal Schools have engaged Miss Wheat, of Lakeville, to take the position recently vacated by the resignation of Miss Rose Swart, of the Oshkosh school. Miss Wheat is a graduate of Vassar College, and has been teaching for two years in the Kansas State Normal School at Leavenworth. She is highly spoken of as a teacher.

S. R. Perkins remains in charge of the public school at Palmyra, S. B. Lewis at Clinton, Mr. A. Sherman at Elkhorn.

State Supt. Whitford announces that candidates for State Certificates who have already tried twice to pass the examination will not be allowed to present themselves again unless they wish to begin the work de novo. Another examination will be held the latter part of December, for such as did not finish or pass the examination last month. At this last examination 18 applicants presented themselves, four of whom passed. Those who received unlimited State Certificates are the following: James T. McClary, River Falls; Edward Beckwith, Berlin; Edwin R. Smith, Burlington. Thomas J. Walsh, of Two Rivers, received the limited (five years) certificate.

INDIANA.—The Lakeville normal opened Wednesday, the 3d inst., with quite a large number in attendance.

Prof. W. F. Harper, who has been mysteriously absent from Danville for nearly a year, where he was principal of the Normal Academy, has again "turned up," and reports a story about robbery, Indians, and lunacy, which all men are not lunatics enough to believe.

MINNESOTA.—At Winona, Sup't. Phelps has taken hold of the schools with his usual vigor. A few new appointments of teachers were made and some transfers were ordered by the Board, which will bring the schools into a high state of efficiency.
MICHIGAN.—The Battle Creek people settled their school squabbles by submitting the question to ballot. The "first-class school" ticket won, two to one. They used to tell us that Sault Ste. Marie was up in the woods; but woods or no woods there is $41,000 school house there. The Ludington authorities have awarded the contract for building a new $9,000 school house.

There has been trouble in the Three Rivers school board about the employment of a superintendent, but the people voted at the annual school meeting directing the board to re-engage Prof. Baker. The Three Rivers schools open with an enrollment of 835. The high school contained 41 pupils, an increase of 16 over last year. It is probable that another gentleman teacher will have to be employed.According to the school census there are in Ypsilanti 1,540 children who ought by law to be in school. Only 835 are now in school. Ypsilanti is also to have a free lecture course this winter.

The large telescope ordered by the Agricultural college from Clark & Sons of Cambridge, Mass., has been received and will be put in position at once. The managers of the Michigan Seminary at Kalamazoo have engaged Mrs. Thompson, of Amherst, Mass., to take the place lately occupied by Miss Jeannette Fisher. This lady is situated as a location for the proposed Mass., seminary, and of Wellesley Female College.

The teachers' institute at Owosso was attended by more than 60 teachers. It was pleasant and profitable to all.

It was pleasant and profitable to all.

Further announcements of school principals are as follows: Galatue, J. W. Cayguy; Niles high school, Miss Hattie Wines; Hadley, C. VanDorn; Detroit, Newton West; Adrian College, Madame M. P. Landerer; Bay City, First Ward, Miss Anna Alexander; Bay City, Training School, Miss E. S. Small.

A free training school for kindergarten teachers is announced to be opened in Detroit by Professor and Mrs. Hallman. The course will last for seven months. It will open Oct. 13. Address Professor W. N. Hallman, 251 E. Lafayette Street, Detroit.

From Supt. Perry's report of the Ann Arbor public schools, we learn that in the high school 237 pupils studied Latin during the last year, 68 Greek, 86 French, 37 German, 274 algebra. The cost of instruction in the high school was $20.10 per capita. The sum of $4,803.60 was received for tuition, mostly from the high school.

School Law.—Points of Interest to Teachers. The references are to compiler's sections in its general school laws of 1879:

1. A certificate is necessary because: a, school officers cannot contract with a teacher not holding one—§ (45, 185); b, no public money can be paid to such teacher—§ (62); c, districts employing such teacher cannot draw public money—§ (8). A certificate must cover the entire time of engagement as teacher.

2. Examinations are required by law upon orthography, reading, writing, grammar, geography, and arithmetic—§ (185). If an applicant proposes to teach in a school where additional branches are taught, the examiner should require examination upon such additional branches.

3. Certificates of the first grade are valid for two years throughout the township where granted; those of the second grade, for one year throughout the township; and those of the third grade, for six months in the district specified therein—§ (185).

4. A superintendent may revoke or suspend a certificate for any reason that would have justified him in withholding it when given; but an opportunity for a defense against all charges should be given the teacher—§ (185). His jurisdiction extends to all districts whose school houses are situated within his township.

5. A male teacher is required to pay a fee of $1, and a female teacher a fee of 50 cents, upon obtaining a certificate, provided such fee has not been paid previously within the current school year—§ (193). The school year commences with the first Monday in September.

6. Contracts with teachers must be in writing, and signed by a majority of the board on behalf of the district; they must specify the wages agreed upon and shall require the teacher to keep a correct list of the pupils, their ages, and number of days each one is in attendance, and to furnish the director with a correct copy of the same at the close of the school. Contracts must be in duplicate, one of which shall be filled with the director and the other furnished the teacher—§ (48).

7. The school law is silent upon the subject of holidays; but the supreme court has decided that there should be no deduction from a teacher's wages on account of the observance of holidays. The legal holidays are January 1, February 22, May 30, July 4, December 25, and all days appointed by the president or governor as days of fasting or thanksgiving.

8. A teacher must be governed by all rules formally adopted by the board. Refusal to do so amounts to a forfeiture of the contract, unless the rules are grossly unreasonable—§ (59).

9. The district board is bound to keep the school-house in repair, with necessary conveniences, and a failure to do so works a forfeiture of the contract on their part—§ (59).—Lansing Republican.

GENERAL NEWS ITEMS.

—Rev. Alfred Owen, of Detroit, has been elected president of Dennison University at Granville, Ohio.

—The colored teachers of Kentucky have adopted a memorial to the legislature, which the Louisville Courier Journal commends, asking for modifications or amendments to the school law, equalizing the per capita and limit of school age of the children of the state without regard to color, and establishing a normal school for colored teachers.

—Missouri has 8,092 school-houses, or an average of 71 to the county. The attendance upon these schools amounts to 448,033. Her school property is valued at $8,341,599, and her permanent school fund at $2,725,046.80. She has 49 colleges and seminaries, five normal schools, and she spends annually $3,424,408.55, to pay and maintain an army of teachers numbering 11,698.

—They are having a breezy textbook row in Columbus, O.

—There were about fifty teachers in attendance at the Douglas county teachers' institute in Nebraska. Superintendent Points was energetic in supervising it, while Prof. Nicholson of the Normal School had charge, assisted by Mr. J. B. Bruner, of the North School, Mr. R. L. Livingston of Elkhorn, Mrs. Dr. Dinsmoor and Mr. J. R. Rathbun. State Superintendent Thompson was also present a part of the time, rendering valuable assistance.

—The New York schools opened with Superintendent Kiddie still in charge, in spite of the foolish opinions expressed in his book of so-called spiritual revelations. It is anticipated that an effort will be made to place him at the first meeting of the municipal board of education, but it is doubtful whether this will be done. The common school system which Superintendent Kiddie directs is the largest in the country, with registrations for 124,323 pupils, an average attendance of 108,559 school children, and a yearly expenditure for teachers' salaries of $2,355,050. A petition signed by over 2,000 teachers, has been presented to the Board requesting the retention of Supt. Kiddie.

—Geo. F. Fairchild has been elected president of Kansas State Agricultural College. Mr. Fairchild is professor of higher English in Michigan Agricultural College at Lansing, and said to be an able man.

—The Doxiphan county, Kansas, teachers' institute passed at its close a deservedly complimentary resolution to the conductor, Prof. H. D. McCarthy.

—It is a rather curious fact that the best scholar in the Irish language is a German—Dr. Zimmer, a professor of the University of Berlin.

—Superintendent Elliot of the Boston public schools condemns school exhibitions as they are too much conducted; opposes street parades, and says that "the paraphernalia of rewards and punishments, ranks, percentages, extra merits, checks, and the rest are among the chief hindrances to moral and intellectual life."

—In many of the large cities of Massachusetts, as Cambridge, Worcester, and Boston, the ladies have signified their intention to vote at the school election this fall.

—The Educational Association of Virginia has relinquished control of the Educational Journal of Virginia and placed it entirely in the hands of the editorial committee, headed by F. F. Pox, and editorial of the Richmond Public High School. We trust the public spirit of the teachers of Virginia will come to the support of Mr. Fox, who is endeavoring to give them a first class journal.
THE TEACHERS' HOPE.

AN EXCELLENT NEW SONG: TO BE SUNG AS AN OPENING EXERCISE IN ALL THE PUBLIC SCHOOLS.

Air:—The Wearing of the Green.

I. O teachers dear, say did you hear
The news that's going round?
Chicago's schools are shipwrecked quite,
And running all aground;
No Pickard now is at the helm,
But Doty and his tools—
O, pack your grip-sack, Doty dear,
And give us back our schools.

II. The star of empire westward
Takes its bright and steady way,
Till it shines upon the ocean
That enshrouds the dying day;
"Go west!" with it, dear Doty,
To the land of mines and males;
O, pack your grip-sack, Doty dear,
And give us back our schools.

Chicago will not mourn you
Any more than did Detroit;
In the Rockies there is room enough
For many a grand exploit.
Then, Doty, take a friend's advice,
Although it be a fool's;
O, pack your grip-sack, Doty dear,
And give us back our schools!

A CALL FOR HELP.

MORE than twenty years ago Archbishop Trench read a paper before the Philological Society in London on deficiencies in English dictionaries, and from the discussion that followed grew the project of a new English dictionary, and an appeal was made to English and American scholars to furnish quotations illustrating the use of English words by all writers in all ages and in all senses. The work began under the editorship of M. Herbert Coleridge, who unfortunately soon died. Mr. Furnivall succeeded him efficiently; but the work languished, and the only sign of life has been the unremitting devotion of half a dozen of the sub-editors, who have been reading, and noting, and accumulating, until now there is a vast store of material some tons in weight, and an arrangement has been made with the Clarendon Press for the publication of a dictionary. Dr. Murray, the president of the Philological Society, is the editor, with a proper staff.

The work will be a monument of scholarship. It is now proposed that it shall fill four volumes of the size of Webster's Dictionary, or one and a half times as large as Littre's French Dictionary. It is hoped that the work may be completed in ten years, and that the first part, containing the letter A, may be issued in 1882. The point of present importance is active cooperation by scholars and readers in all the English speaking countries. It is in the literature of the eighteenth century especially that help is needed, and that American assistance is asked, especially in reading American authors. Dr. Murray has prepared a list of books that he would like to have read at once. It is desirable also, and it is requested, that American readers aid with recent books, showing the additions made to the language, as names for physical features, productions, etc. Our own literature is so manageable that it is peculiarly tempting for this purpose, and there are thousands of readers in the country who will be glad to have an objective point for their industry.

Professor F. A. March, of Lafayette College, Easton, Penn., is the American director or secretary of the enterprise, and he will furnish all necessary information, including the lists of works in which the labor should be undertaken without delay.—Harper's Weekly.

A man cannot speak to his son but as a father; to his wife, but as a husband; to his enemy, but on terms.

THE RECESS.

Science tells us that a slight pressure on the brain will stop the current of thought in a child. That's all very well, Madame Science; but pray tell us what will start it in a dull one.

"Will you please insert this obituary notice?" asked an old gentleman of a country editor. "I make bold to ask it because I know the deceased has a great many friends about here who'd be glad to hear of his death."

A North Side teacher on Monday, Sept. 1, asked a child to give his father's occupation. "O?" was the reply, "the don't do nothing; he's a p'liceman."

There is nothing new under the sun; not even spelling reform. It is many years now since a father thus addressed a well-known teacher: "Ser: You are a man of no le and I wish I may my sun in your skull."

The following carefully prepared table shows the chances professional men have of catching fish when they go fishing:

<table>
<thead>
<tr>
<th>Students</th>
<th>7 in 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawyers</td>
<td>3 in 30</td>
</tr>
<tr>
<td>Editors</td>
<td>10 in 30</td>
</tr>
<tr>
<td>Artists</td>
<td>2 in 30</td>
</tr>
<tr>
<td>Architects</td>
<td>12 in 30</td>
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<tr>
<td>Book-keepers</td>
<td>8 in 30</td>
</tr>
<tr>
<td>Merchants</td>
<td>13 in 30</td>
</tr>
<tr>
<td>Professors</td>
<td>1 in 30</td>
</tr>
<tr>
<td>Unknown</td>
<td>49 in 30</td>
</tr>
</tbody>
</table>

In New York the school board was reducing the wages of a lady teacher, when as a final argument she told them she could not live on less than she was getting. One member told her that she must do like his brother-in-law, who taught school in the winter and eradited in the summer. She said: "We would gladly do so."

Know's a dog with tus ales. No has no's—Fonetic Teacher. If the editor of the Teacher can not spell any better than he can pronounce it is no wonder that he goes in for spelling reform. Now is not pronounced now but since. If those who do not know how to pronounce the language are to indicate its pronunciation by means of a peculiar type or diacritical marks, what will become of the pronunciation after they have murdered the spelling?

It is suggested in Cincinnati that a petition be circulated in the Second Ward asking the school board that one room at least be devoted to pure English in a said ward, which has no purely English room except in the colored school. And alas! in Chicago there is not even a colored school for the cultivation of pure English.

At the meeting of the spelling reform society in Chicago on the evening of Sept. 4, the officers elected were Sept. Duane Doty, Dr. Samuel Willard, Prof. G. D. Brownell, Inspector W. J. English, and a few other bad spellers.

Clarke's, Mass., has cut down its school appropriation so low that it wants its teachers to work for $5 a week.—Springfield Republican. Three cheers for liberal, classic New England!

The newspapers throughout the United States with great unanimity declare that schools opened on the first of September much to the joy and relief of parents who got rid of their children by sending them to school. In view of this undisputed fact the question arises what they have children for.

In view of the great success of the bicycle, may it not be that the human race, by the process of evolution, will change from an indefinite, incoherent homoecrpy to a definite, coherent heterogeneity through a succession of diffemntiations and integrations so as to go on wheels? Doubtless it will do so if it have the proper environment.

Reading makes a full man; confidence, a ready man; and writing, an exact man.

Crafty men contain studies; simple men admire them; and wise men use them.

Some books are to be tasted; others are to be swallowed; and some few are to be chewed and digested.

Judges ought to be more learned than witty, more reverend than plausible, and more advised than confident.
CHICAGO NOTES.

No wonder that Mr. Joe McDiill, editor of the Chicago Tribune, is in favor of the abolition of the dictionary. Why, he does not know how to spell his own name, making it Jo Medill, or Jony Diil, according to circumstances.

CORRECTED SPELLINGS.

Hereafter spell certain words appearing in The Tribune as follows:

Omit in demagog, pedagog, synagog, dialect, decalog, and other words ending in -agog and -agog.

Omit the superfluous see in program, gram.

Omit the second ss in dilemma (dilema.)

Omit the suffixes in cigarette, cigaret, paquet, coquet, and all similar words, except Gazette when it is used as a name of a newspaper.

Spell definite in all forms without the final e; thus: definite—ly, ness, indefinitely—ly, ness.

Spell definite without the final e; also, definite—ly, ness.

Omit final e in hypocrit, favorite; also, opposite—ly, ness and opposite—ly, ness.

In words ending in “lessness,” drop one s from “less,” viz: Carelessness, thanklessness, etc.

Omit the fourth s in assassin (assas) and other forms of the word.

Spell aorist, not aorist.

Spell canon with a Spanish c, or spell it canyon.

Change -ph to -ph in fantom, fantasm, and all forms of the word; also in poetic—a, monograph, ontogrophy, alabaster, diaphanous.

The above list was prepared by Hon. Joseph Medill for the type-setters on the Chicago Tribune, and went into effect in the daily for Sep. 2, 1879.

The Mutual Spelling Reform Association Society met at the club room of the Palmer House on the evening of Sep. 4. A permanent organization was effected as follows: President, Duane Doty; Vice Presidents, W. H. Wells, W. J. English, H. N. Hibbard, Samuel Willard, and E. O. Vallis; Recording Secretary, G. B. Broome; Corresponding Secretary, O. C. Blackman; Treasurer, H. R. Bass.

Mr. Doty made the first address, in which he described Leigh's phonetic type. In this type silent letters are printed in hair lines and a slight variation of the letters indicates each separate sound. To show that this type is not able to read it, Mr. Hibbard sent out all over the world on the subject of spelling reform, less than Octave."

The spelling of the present originated, since two hundred years ago, in the original spelt "quick," "observant," and etymological spelling, raising quite a laugh over the fact that formerly the first syllable of "cushion" was pronounced as if spelled "quish." There was more erudition than the readers of Dickens are apt to imagine in the elder Weller's injunction, "Sanny, spell it with a "w.""

The doctor ridiculed historical and etymological spelling, resting quite a laugh over the statement that a word "would never be spelled "quish," the gentleman evidently being unaware of the fact that formerly the first syllable of "quish" was pronounced as if spelled "quish." There was more erudition than the readers of Dickens are apt to imagine in the elder Weller's injunction, "Sanny, spell it with a "w.""

The doctor further stated that many of the eccentricities of our spelling arose from the fact that Dutch printers were imported into England to set type, and that they were not sparing of a letter or two at the end of a word to fill out an incomplete line.

He finally claimed for himself and his associate spelling reformers the distinction of being both thoughtful and conservative, on the ground that so many of them had grey beards, for the moment forgetting the adage that "one fool makes many, and the old fool is worse than any.""

J. Russell Webb spoke mainly on his own method of phonetic representation, which requires little change in the ordinary type. It is fully set forth in the Analytical Readers. After passing a resolution thanking Mr. Medill for his new departure, the society adjourned till the first Thursday in November.

No doubt the society will flourish. New converts are always zealous, and the president of the society just one year ago ridiculed the whole movement, saying facetiously that the best joke about Broomell's spelling reform mania was that the man was in earnest.

THE SEPTEMBER MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

Sunday Afternoon.


The Standard of Value. By Professor Simon Newcomb.

The International Review.

Schiller's Monthly.

Spiritualism as a Scientific Question. By Professor Wilhelm Wundt. Geographical Evolution. II. By Archibald Geikie. F. R. S.

Novelty in Patents. By Oliver E. Lyman. Food and Feeding, II. By Sir Henry Thompson.

The Classical Controversy; Its Present Aspect. By Professor Alexander Bain.


The Birth, Life, and Death of a Storm. By Robert H. Spottiswood, M. A., F. R. S.

Appleton's Journal.

How to Popularize Wordsworth.

Russian Conspiracies. II. By Karl Blind.

The Atlantic Monthly.

"Caesar's Art of War and of Writing.


The Princeton Review.


Virgil as a Precursor of Christianity. By Principal Shairp, D. C. L., University of St. Andrews.


A new publication in the interest of the Spelling Reform is "Koop's Fables," published by C. W. Knudsen, South Norwalk, Conn. It contains also the English Demotic Alphabet, Rules for Spelling Phonetically, Key for reader and printer. Diagram of the relative position of the English vowels, Comparison of the ordinary and the Demotic spelling, etc.
EXAMPLE.

One
We scatter seeds with careless hand,
And dream we net' er shall see them more;
But for a thousand years
Their fruit appears
In weeds that mar the land,
Or healthful store.

The deeds we do, the words we say,—
Into still air they seem to fleet,
We count them ever past;
But they shall last,
In the dread judgment they
And we shall meet!

I charge thee by the years gone by,
For the sake of brethren dear,
Keep thou the one true way,
In work or play,
Lost in that world their cry
Of woe thou hear.

BOSTON TO CHICAGO.
Chicago sounds rough to the maker of
Senna.
But ChicagO) sounds rough to the maker of
No matter, we
Don't your cockerels
But I'll own it to you, and I
You will go to Mount Auburn—we'll show you he
Your
You have seen our
But the
But you'll
And perhaps, though
And Bunker's tall shaft

In the dread judgment they
And we shall meet!

I charge thee by the years gone by,
For the sake of brethren dear,
Keep thou the one true way,
In work or play,
Lost in that world their cry
Of woe thou hear.

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