The Educational Weekly.

The Educational Weekly.
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S. R. WINCHELL
JEREMIAH MAHONY
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Editorial.

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A valued correspondent suggests that we give in the Weekly less “Chicago fuss.” Did it ever occur to him that he, with hundreds of school principals throughout the Northwest, is working for 25 per cent less than he would be if there had been a weekly, or a daily, or even a monthly, to take the part and reflect the views of the teachers of Chicago when the fuss commenced, the beginning of whose end we think we now see? But there wasn’t. A coterie of unmentionables on the board and on the press vilified the schools for a purpose, and when the city became financially embarrassed, the public sentiment thus manufactured allowed the salaries of teachers to be reduced from 25 to 45 per cent. And the worst of it was that the salaries of the Northwest came tumbling down with them. Was our correspondent a sufferer, or is he too young to remember those times?

In discipline teachers are apt to magnify small offenses, giving them a gravity and importance that they do not merit, and attracting to them a degree of attention that makes a hero of the culprit. “Don’t be silly, John,” or “I wouldn’t be a baby,” will make a troublesome boy subside, whereas arraigning him in a solemn and formal manner, cross-examining him as to his motives and future intentions, and, worst of all, attempting to ex-tort from him pledges or apologies, would give him an opportunity to display argumentative tactics by which the teacher is liable to be worsted, and in which the listeners’ sympathies are decidedly on the side of the juvenile offender. There is a disposition in the minds of young and old to enjoy a joke at the expense of those in authority over us, and if we are sharp we will never give a bright, restless child a chance to turn the laugh on us in our schools.

There is no other organization involving so many and such vital interests, in which indifference, not to say disloyalty, is fashionable, as is the public school system. The church member affects enthusiasm for his creed, or at least is silent in his hostility till he fairly breaks away from its pale; the partisan roars himself hoarse over the glorious achievements and insuperable virtue of his party; the head of a private school of necessity trumpets the praise of his institution to the world; but the public school teacher has little better than a sneer for his occupation. The public school teachers, especially in large cities, are almost devoid of enthusiasm, public spirit, and self-assertion, not to say self-respect. This comes from the fact that the dominating politicians are of such small caliber.

The politicians rewarded by places on school boards are usually such as are too small to command a lucrative office and too pressing to be entirely ignored by the dominant party, and are pacified with the bauble of an honorary position. Under the bickerings of such officers the rank and file merely go through the prescribed evolutions with but little heart or spirit, and the distrust toward superiors breeds disloyalty to the cause and cold indifference among the members.

In a public school system the parts should work together. Petty vanities should be brushed aside, that the general good may be advanced. The fable of the body and the members is somewhat hackneyed, but it is of vast significance and of literal application to the organization of a school system. Our ideal
of a complete system is the primary school, the grammar school, the high school, the state college. In large cities, with more than one high school, a college course, or at least a college preparatory course, should be provided, so that the children of the citizens may get a fair education in their own city. In such cases the several high schools should be managed for one common purpose—the general good, and connecting one with the other if there is a difference in rank. But what will be thought of a system in which a division high school principal is permitted to gratify his vanity and spleen by inverting the natural order of studies in such manner as to prevent his graduates from obtaining the benefit of the full course, by making attendance at a central high school nugatory and profitless. The order of authors in Latin is largely a matter of taste, and certainly a matter admitting of a difference of opinion; but what should be thought of a board of education that will frame a school system so that the links are made not to fit, where, in a high school of an inferior grade, pupils are going over ground in the second and third years that students traverse in the school of superior grade in the fourth and fifth? Or rather, what may be thought of the head of such a system? But what is the use of asking foolish questions? That system has no head.

"A pebble in the streamlet scant
Has changed the course of many a river;
A dew-drop on the baby plant
Has warped the giant oak forever."

The above text would suggest the importance of trifles in the training of the minds of youth and the need of watchfulness in placing them in the proper environment. Many teachers are too indifferent to the fate of their pupils after leaving school. A word of direction as to the mode of procedure in completing an education, a hint concerning the way to prepare for college, the possibilities of a course of reading compared with a regular academic or collegiate course, would have put many a youth on the right educational track who has, for want of such hint, wandered aimlessly through life, as far as intellectual improvement is concerned.

Still it is impossible to so arrange the surroundings as to make every influence conducive to the benefit of our pupils. The most trivial circumstances, like the falling of the apple in the sight of Newton, may change the whole current of a student's mind. When shirts buttoned behind came into use, one of these articles worn by an examiner was the occasion of a sad cataclysm in the educational career of a young lady of our acquaintance. She was the best scholar in the class, but in a public oral examination, without any apparent reason, she stopped suddenly and failed to resume the presentation of her subject, much to the chagrin of her friends and admirers, and the astonishment and annoyance of her teacher, whose impatience on the occasion produced a sullen indifference in her during the remainder of her stay in that school. She afterwards declared that the occasion of her stopping was her all-absorbing wonder how that man got into that shirt.

In another instance, a very sober youth, in a composition, unconsciously made an anti-climax that raised a laugh among his class-mates. That laugh spoiled him. All the energies of his mind were thenceforward turned to the manufacture of laughter-provoking absurdities. Wealth, position, and doubtless fame, were sacrificed on the altar of Momus, and a good preacher or merchant or advocate was probably spoiled to make an indifferent humorist.

The humorist of the Burlington Hawkeye congratulates his company of newspaper wags that in the decadence of morals, in in the straying from pretty ways of so many classes of men, from bailiffs to bishops and from dog-dealers to divines, no funny man has yet proved recreant to his moral obligations. But this is poor consolation. What is the use of being good and funny if it prevents one from being rich and great?

REVIEWS.


Of this series, the "Primary" and the "Brief" form an excellent complete course where a shorter course is required. They have clear, uncrowded maps, with only such places represented as are mentioned in the text, supplemented in the "Brief," however, by a number of full maps for reference. In both the "Brief" and "Common School" are maps of Illinois, showing the counties, townships, and principal meridians; also a map of Chicago, showing the mile streets. In connection with these maps is appropriate descriptive matter.

Of this series, and especially of the "Common School," it may be truly said that no more attractive works of this description are issued from the press. As a lad of ten expressed it, "That's the best geography out." To say that the "Common School" is up to the times, is expressing it mildly. The recent changes in European Turkey are represented on the map, and the text gives every timely fact that is worthy of note in the descriptive pages. The cuts are new and striking, the maps are in the highest style of the art, and, as far as official statistics are obtainable, they are incorporated in the text. We believe that Warren's was the first geography for schools in which maps and the text were combined in one book, and a great mass of unimportant and isolated facts omitted. It was hailed then as a new departure and furnished a model for subsequent text-books. In some of these there were improvements introduced, the most valuable of which have been adopted in Warren's. The arrangement of the subject is the most approved for this country and cannot be varied without producing an abortive and abnormal book. The taste and need of every reasonable educator are met in the work. It contains maps in outline representing only the important places, and maps with all the lines of railroad and other commercial routes. The type is large and distinct, and the matter of the text, at least, is expressed in the text. We believe that Warren's geography is more attractive than any of the books published in this country, and that this country is beyond the reach of the "Common School." It was hailed then as a new departure and furnished a model for subsequent text-books. In some of these there were improvements introduced, the most valuable of which have been adopted in Warren's. The arrangement of the subject is the most approved for this country and cannot be varied without producing an abortive and abnormal book. The taste and need of every reasonable educator are met in the work. It contains maps in outline representing only the important places, and maps with all the lines of railroad and other commercial routes. The type is large and distinct, and the matter of the text, at least, is expressed in the text. We believe that Warren's geography is more attractive than any of the books published in this country, and that this country is beyond the reach of the "Common School." It was hailed then as a new departure and furnished a model for subsequent text-books.
Much breadth of comprehension, good taste, and great patience are displayed in the selection of answers. With each answer is printed the title and page of the work from which it is taken, and indeed it appears that, among the almost innumerable textbooks and their publishers, the author has endeavored to show fair play.


This is a small book of 108 pp., intended for classes that have completed English grammar and analysis. It is to some extent a review of grammar and tenses somewhat dedicated to so-called language lessons. As a treatise on rhetoric it is not very exhaustive; but its chapter on composition and letter-writing is quite full and practical. For finishing a grammar school course with pupils who do not intend attending an academy, and for pupils in the high schools of villages in which an ambitious course is not possible, this will be just the thing.


Considering the size and finish of this book, the price is very small. The type is clear, and varied to mark the relative importance of the matter. Affixes are first treated, but in connection with the Latin infinitives and supines and their English equivalents. Next suffixes are considered in a similar manner. Part II. treats of Latin derivatives, with a sentence showing the correct use of each word. Part III. deals with Greek derivatives.

The work is divided into neat paragraphs containing the representative words derived from the stems or roots standing at the head. A convenient adjunct to the book is an alphabetical Key. In this Key the derivatives are found with the analysis; thus: Affinity, af. Finit; ity. Typical, (Gr.) Typus; ical.

To the teacher who is not a classical scholar, this work will be almost indispensable, and even to a Latin and Greek scholar, its systematic arrangement of etymological facts, its literal translations, and explicit and apt illustrations will be a means of shaping vague knowledge into clear-cut and definite form. While not a perfect substitute for the dictionary, it yet suggests much that the dictionary contains. It is the bud, the germ, the essence of an Unabridged.


This book was prepared with the intention of meeting the wants of the First-Grade classes in the public schools of New York City. It is very brief in its treatment of the several events and yet is not a desiccated history. The principal events are stated concisely in large type and supplementary information is given in small type in brief paragraphs. The text is illustrated only by uncolored outline maps. At the head of each chapter is a synopsis of the matter, and at the foot a clear summary and questions for review. Brevity is secured not by presenting a large array of skeleton facts, or by omitting a great many important items; but by massing the facts, touching each one briefly, and proceeding with the thread of the story without embellishment or episode. It contains all that grammar school children need.

Men have made a good deal of noise about the expense of sustaining our normal schools. Why, the Legislature will spend more money than it takes to support these normal schools, discussing the question as to wheter a dog shall be taxed or not.—J. M. Greenwood, Missouri.

SIR PHILIP SIDNEY.

SIR PHILIP SIDNEY, called by his friend and brother poet, Gabriel Harvey, "The Secretary of Eloquence, the Breath of the Muses, and the Honey-Bee of the Daintiest Flowers of Wit and Art," and further called "the Darling of the World," was born 1554,—passing a quiet and studious childhood and youth,—being sent abroad at the age of eighteen, devoting these three years of travel much more to study than to pleasure, returning to take his place at the court of Elizabeth as friend and ornament. Here begins his literary career, and here also occurs the one romance of his life—his love for Lady Penelope Devereux, immortalized in his poetry as Stella.

Their mutual love was opposed, we are led to believe, by cruel parents, and she was married by her father to Lord Rich, and her after years seem to prove her unworthy of ever having possessed Sidney's love. He married a daughter of Walsingham, and seems not to have failed utterly in finding conubial happiness.

In 1586, joining the English troops who went to the assistance of the Netherlands in their war with Spain, he was wounded at the battle of Zutphen, and died a few days after his wounds, being then 32 years old.

As his life compassed so few stirring events, we must look for the occasion of his fame to something more substantial than brilliant exploits, and we find it in an almost spotless character. That he lived in the most remarkable and brilliant period of English history is true, but that he added to its brilliancy and made it more memorable is also true. 'The annals of the reign of Elizabeth boast the most brilliant assembly of learning, wit, enterprise, statesmanship, and courtly grace, that belong to our history; but to her satellites rather than to her belong the glories of her reign.' When we add to Sydney's name those of Bacon, Burleigh, Raleigh, Francis Drake, Howard, Earl of Effingham, Spencer, and Shakspeare, we have proved, we think, that once at least satellites gave rather than borrowed light.

Sidney's history is lamentably meagre in the minor details of his life. Those things that give us the truest insight into character are in his case painfully absent. Stray glimpses here and there give us a chance to guess at, rather than to know, the value of this man, whose name stood while he yet lived, and still stands, as the synonym for all that was lovely, pure, and noble.

His father, Henry Sidney, whose abilities would have entitled him to fame if he had not come down to us as the father of Sidney and so been obscured by the stronger light thrown on Philip, was a valued counsellor of Queen Mary's, and from her came the gift of the name to the son, in honor of Mary's husband, Philip II. of Spain.

Sidney's childhood was marked by a singular love of learning, a generous and amiable disposition, and a pensive dignity of demeanor. A letter from his father to his son, when a lad of twelve years, beautifully illustrates his parental care and wisdom, and seems almost a prophecy of what the son was to become.

At the age of eighteen his travels through France, Italy, Germany, and the Netherlands give us an opportunity to collect an1 memorize under one approximate date many illustrious names and memorable events.

During his sojourn in Paris, at the court of Charles IX., occurred the massacre of St. Bartholomew, a horror that even at this day curdles our blood to remember. That he did not fall a victim is doubtless owing to the protection of the English minister, as France did not quite dare to bring upon herself the wrath
of Protestant England. The English nation burned to avenge the outrage to humanity, but cautious, tricky Elizabeth was indifferent to wrongs that did not shake her throne.

When safer times dawned we heard of him in Italy. In Venice he meets Tintoretto, Titian, and Paul Veronese, to the latter of whom he sits for his portrait. I mention these names together with the famous astronomer Tycho brake, and Albert Durer, Tasso, and William of Orange, whom he visited on his homeward journey, to fix for myself and others one date that includes so many stage. All these personages were living and moving on the stage of human life just two hundred years before our Declaration of Independence.

So far we have dealt with the man Sidney. The author Sidney is more properly our theme, but in his case, as in few others, the two are so intimately blended, and each illustrates and explains the other so clearly, that it is almost impossible and quite unnecessary to separate them. His writings breathe the loftiest and noblest sentiments of humanity and religion, and he did nothing to show his actions less noble than his words. Unlike Bacon, "the wisest, brightest, meanest of mankind," who, like a guide post, pointed the way in which he never walked, Sidney not only "allured to brighter worlds," but also "led the way."

His courage is illustrated in his letter to the Queen in answer to her request for his opinion on one of her numerous marriage projects. He decides unfavorably to her will and wishes in so admirable and convincing a manner as not even to excite the ill nature of a woman who had brought many a head to the block for lesser offenses. But Philip Sidney never flinched from duty, and not even by silence was traitor to the truth. "The truly valiant," he once said, "dare everything but to do others an injury." From his experiences at the court of Charles IX. during the dreadful lessons of perfidy taught by the St. Bartholomew night, we have these sentences: "Take heed," said he, "how you place your confidence upon any other ground than proofs of virtue; neither length of acquaintance, mutual secrecy, nor weight of benefits, can bind a vicious heart; no man being good to others that is not good in himself."

His two literary monuments are, Arcadia, a prose romance, and his Sonnets to Stella. The Arcadia, written to beguile leisure hours and to please a sister whom he tenderly loved, was never intended for publication, and did not appear till after his death. It is a mixture of old Gothic romance with the Italian pastoral. It was one of the standard works of that century, and is still venerated as a literary curiosity. An outline of the plot and scope of the work would occupy much space, but it would be found uninteresting to modern readers, even those who have outgrown the days of knight-errantry and lost their interest in forlorn damsels immured in castles and separated from their faithful knights and lovers. But though the cake be crude, we have picked from it some plums that have not lost their flavor. I quote:

"Give tribute but not oblation to human wisdom."

"Who shoots at the mid-day sun, though he is sure that he will never hit the mark, yet as sure he is, that he shall shoot higher than he who aims at a bush."

"The great in affliction bear a countenance more princely than they were wont; for it is the temper of the highest heart like the palm-tree to strive most upward when it is most burdened."

"Who frowns at others' feasts had better bide away."

"In a brave bosom, honor cannot be rocked to sleep by affection."

"There is nothing evil but what is within us; the rest is either natural or accidental."

"Prefer truth before the maintaining of an opinion."

"Prefer your friends' profit before your own desire."

"It is folly to believe that he can faithfully love who does not love faithfulness."

"Everything that is mine, even to my life, is hers I love, but the secret of my friend is not mine."

The interludes, consisting of songs and comic plays, are unworthy the rest, and serve to mark the still crude state of literary taste in the Elizabethan age.

The varied emotion of the human heart, the fervor of love, truth, and friendship, are here portrayed in their purest and highest form. It is not only a reflection of Sidney's own mind, but a rich field of poetic thought and imagery. From it Shakespeare borrowed many of the conceits for which he is admired. In searching the records I have become disabused of one of the illusions of my youth, for I read that in an old folio copy of the Arcadia preserved at Wilton, there was found a lock of Queen Elizabeth's hair, given by her own fair hands to Sidney. The faithful chronicler says: "Elizabeth's hair is very fine, soft, and silky—the color a fair auburn or golden brown, with no touch of red."

The poetry of Sidney is written in the artificial and cumbrous style then in vogue, but the underlying thoughts, stripped of verbiage and tinsel, betray the true poet heart underneath. That the poetic flame was fed by, if not entirely the outgrowth of, a deep love, it is pleasant to believe.

Historians tell of one unmanly act in his otherwise spotless life,—threatening the life of a man whom he suspected of having tampered with his father's private correspondence. If we might be allowed to look for flaws in a character so beautifully harmonious, we suspect that we have found it in one of his own poems, where he puts into Stella's mouth, who was at that time the wife of Lord Rich, a reproof for the boldness of his pleadings:

"In a grove most rich of shade,
Where birds wanton music made,
Astrophel with Stella sweet
Did to mutual comfort meet,
Both within themselves oppressed,
But each in the other blest.
Him great harm had taught much care;
Her fair neck a foul yoke bear."

The warmth of his suit compels her to repulse him thus:

"But her hand his hands repelling,
Gave repulse all grace excelling."

"Then she spake! her speech was such
As not ear but heart did touch;
'Trust me while I thus deny;
In myself the smart I try;
Tyrant honor doth thus use thee;
Stella's self might not refuse thee;
Therefore, dear, this no more move,
Lest though I leave not thy love
(Which too deep in me is framed)
I should blush when thou art named."

From this we are led to believe that the poet was tempted a least once to indulge himself in license other than poetic. To seek for flaws is distasteful to generous minds, but if Bayard, Sidney's twin brother in purity and nobility, can come to us, in spite of having been the father of illegitimate children, as the knight "without fear and without reproach," Sidney ought to be easily forgiven for failing to reach our highest ideal of excellence. Next to feeling that he never sinned, is the assurance that it was hardly ever.
A large volume might be written containing no more than the love, prize, and veneration of his friends and admirers; indeed, it seems to us that the chief benefit of his life or of our stepping aside to dwell upon it, is found in the noble example he set for others. Filling no mean place in literature, leading a manly and useful life, he appeals to our hearts as he did to those of his own day, not for what he did but for what he was, strengthening us in the conviction that character is the foundation of all excellence.

AUBURN.

THE ROLL CALL.

O. C. Blackmer.

In an article in a late number of The Educational Weekly, appear the following remarkable statements:

"Spelling reformers claim that all the scholars now favor their movement. We deny this. On the contrary, considering the nature of the subject, they have very few scholars. "Progressive" scholarship implies mental balance and discipline, native ability, and a cultured literary style. These requisites, not one of the spelling reformers possesses.

Let us call the roll of a few of these spelling reformers, and see what an ignorant set of fellows they are.

Among the many scholars and educators of England and America who favor orthographic reform, the following may be mentioned:

IN ENGLAND.
Hon. Wm. E. Gladstone, Ex-Premier of England.
J. H. Gladstone, F. R. S., Member of London School Board.
F. Max Müller, LL.D., Professor of Comparative Philology, Oxford University.
Rev. W. W. Skeat, A. M., Professor of Anglo-Saxon in the University of Cambridge.
Rev. A. H. Sayce, A. M., Professor of Philology in the University of Oxford.
Henry Sweet, Esq., Ex-President of the Philological Society.
J. A. H. Murray, LL.D., President of the Philological Society, and editor of their new English Dictionary.
Rev. Richard Morris, LL.D., Ex-President of the Philological Society.
Bishop Thirlwall, author of History of Greece.
John Stuart Mill.
Sir C. E. Trevelyan, K. C. B.
Dr. Temple, Bishop of Exeter.
Alexander John Ellis, F. R. S., and many others.

IN AMERICA.
Francis A. March, LL.D., Professor English Language and Comparative Philology, Lafayette College; Ex-President American Philological Association.
W. D. Whitney, LL.D., Professor Sanscrit and Comparative Philology, Yale College; Ex-President American Philological Association.
S. S. Haldeman, LL.D., Professor Comparative Philology, University of Pennsylvania; Ex-President American Philological Association.
F. J. Child, Ph. D., Professor of Rhetoric and Oratory, Harvard University.
Hon. W. T. Harris, LL.D., Superintendent of Schools, St. Louis, Mo.
E. Hubbard Barlow, A. M., Professor of Rhetoric, Lafayette College.
J. Hammond Trumbull, LL.D., Yale College.
Hon. George P. Marsh.
Howard Crosby, LL.D., President University of New York.
W. W. Goodwin, A. M., Professor of Greek, Harvard College.
Edward North, A. M., Professor of Greek, Hamilton College.
John M. Gregory, LL.D., President Illinois Industrial University.
A. A. Chadbourne, LL.D., President Williams College.
Joshua L. Chamberlain, LL.D., President Bowdoin College.
J. L. Johnson, LL.D., Professor of Anglo-Saxon, University of Mississippi.
T. R. Lowbury, A. M., Professor of Anglo-Saxon, Yale College.
Hon. G. G. Northrop.
S. H. Carpenter, A. M., Professor of Anglo-Saxon, University of Wisconsin.
Hon. Charles Sumner.

Professors in the following universities and colleges: Bowdoin College, Maine; Dartmouth College, N. H.; Amherst College, Mass.; Andover Theological Seminary, Mass.; Harvard College, Mass.; Phillips Academy, Mass.; Williams College, Mass.; Brown University, R. I.; University Grammar School, R. I.; Trinity College, Conn.; Yale College, Conn.; Hopkins Grammar School, Conn.; Cornell University, N. Y.; Rochester Theological Seminary, University of New York, N. Y.; Princeton College, N. Y.; Franklin and Marshall College, Pa.; Lafayette College, Pa.; University of Pennsylvania, Pa.; Haverford College, Pa.; Washington and Jefferson College, Pa.; John Hopkins University, Md.; St. John's College, Md.; State University, Ohio; Wesleyan University, Ohio; Wooster University, Ohio; Illinois Industrial University, Ill.; North Western University, Ill.; Shurtleff College, Ill.; Adrian College, Mich.; Michigan University, Mich.; Iowa College, Iowa; Lawrence University, Wis.; Central College, Ma.; Baptist Theological Seminary, Ky.; Logan Female Institute, Ky.; Vanderbilt University, Tenn.; East Tennessee University, Tenn.; University of Virginia, Va.; University of Alabama, Ala.; University of Mississippi, Miss.; State Agricultural College, Oregon; Agricultural and Mechanical College, Tenn.; U. S. Naval Observatory, Washington.

These are the men for whom this writer has no better name than "cackling goose," and whom he says are engaged in a "craze" which is "ridiculous" and "short-lived."

He further classes their efforts with the nouns "mewing" mania and the "dancing madness" of the past, and with the "panics," "spiritistic seances," and "pedestrianism" of the present.

Where has this man been all these years that he has not read up on a subject which he assumes to discuss?

Now we will step aside for a moment, and let this writer call the roll of his "scholars" who are holding "themselves aloof" and "looking upon this movement with silent amusement or contempt."

Attention!

PRICE REDUCED—QUALITY IMPROVED—The subscription price of The Educational Weekly has been reduced from $2.50 to $2.00, while the vigorous editorials of Prof. Jeremiah Mahoney have given new life to a journal that has always ranked as first class.—Phenix, Wilmington, Ill.

If you want to be alive, and a little ahead of the slow-going pedagogue about you, take the Weekly.—New Era.

Brighter and fresher after vacation than ever before.—Supt. A. T. Biggs, Lincoln County, Kan.

THE COURSE OF STUDY IN THE ST. LOUIS PUBLIC SCHOOLS.

The changes in the Course of Study are not very material. They relate more especially to Arithmetic in the lower grades and to the continuation of some of the district school studies into the High School Course.

The tendency to teach some of the branches orally instead of by text-book has modified the course in Geography and Arithmetic. All teaching struggles between the tendency to too much precept or too much spontaneity on the other. It were desirable to blend the two tendencies. The child must learn obedience and self-sacrifice, in order that he may prepare himself for a life of combination with his fellow-men. Man as a mere individual is a very insignificant creature—not much more than a mere animal. But through his institutions—language lying at the basis of them all—he manages to combine the results of all individuals and serve them up for education of the past, and with the price of the present.

Hence it is obvious that education must make obedience to prescribed forms the larger part of its work. The child must learn to behave, so that he may combine with his fellow-men and participate in their labors. He must be initiated into habits of regularity, punctuality, silence, neatness, courtesy, kindness, liberality, truthfulness, patience, self-denial, and industry. He must acquire faculties of attention, perception, memory, reflection and insight.

But all this is opposed to his caprice—to his natural likes and desires—to his immediate proclivity for pleasure and enjoyment. If there is nothing in education but work, and obedience to what is prescribed, the child gets his individuality crushed out of him and he becomes a wheel in the clockwork of society, but no independent source of good to his race or to himself.

Play is the opposite of work in the fact that it is the pure exercise of
price and particular will. If the individual can retain his originality and freshness and yet acquire the habits that are necessary for combination with his fellow-men, he becomes a truly educated human being.

Hence the struggle of all thinking educators is to correct the one-sidedness of mere Chinese prescription by means of methods that develop spontaneity. This tension is so strong that it frequently results in extremes. Methods spring up that are very prejudicial to the best interests of education. The oral method, intoxicated with its exercise of the arbitrary will—the caprice which may not only set the length of the lesson and the manner of treating it but also set the order of taking up subjects or of omitting them—proscribes the text-book method as "mechanical book-cramming." But it finds soon that if it would produce rational results it must make the pupil perform work; and not only work in the recitation is necessary, but work by himself in the preparation of his lesson. Hence the oral method quickly drifts into the usage of the preparation of manuscript text-books. The teacher dictates much and the pupil copies much. But the manuscript text-book is never a good one. Its contents lie confused in the pupil's mind, and altogether too much time is required to make such books. Hence the oral teacher prints his book and by this time has got back to the text-book method. With the text-book he can secure work on the part of the pupil to the best advantage—but now appears another danger—that of the increase of indolence on the part of the teacher, or of his adoption of mere mechanical methods. The teacher, not finding it necessary to study his lesson thoroughly, neglects to penetrate its underlying principles, and does not get sufficient interest in it to make the recitation a living process. The best part of the teacher's insight should be the comprehension of the genesis of treatment of topics—their necessary order and dependence—and the text-book tends to withdraw from the teacher's attention the necessity of this insight and to lead him to take for granted what is given in the book.

Somewhat in the same way the Course of Study wanders to and fro between language studies and the studies that deal with nature—i.e., mathematics and physical sciences. It is forgotten that language is the revelation of reason itself; that it is the means of combination of man with man, by which he becomes civilized and elevated above the brute. Mathematics and natural science give to man the command of nature as an instrument. He conquers nature and achieves bodily freedom to such an extent that his food, clothing, and shelter are made for him by the natural forces toiling for him in his mills and shops.

The educator sees the immediate value of the knowledge which gives him power over nature, but not so readily perceives the primary importance of that knowledge of man, of his passions and desires, of his habits and customs and of his ethical laws that make combination of the individual with his fellow-man in society, possible. Therefore he underrates the study of language and literature and esteems it to be merely "ornamental."

Or, on the other hand, it has happened that the humanities have been so much preferred that mathematics and science have been neglected and the bodily freedom of man allowed to suffer.

Without the insight into the human heart which the study of language alone can give, man would not be able to make those combinations which are essential to civilized life. Without mathematics and natural science man could not conquer nature but would be its slave, having to be a drudge in the service of the body—for food, clothing, and shelter.

So, too, of the tendency to convert common schools into apprentice-shops, wherein the trades and arts of life are taught. For a while this tendency is followed until the substantial studies for intellectual and human combination are neglected for such studies as give one the direct means of a livelihood.

Then comes a reaction and all "ornamental" branches are excluded from the Course of Study. "Ornamental" is made to include even such studies as are industrial in their tendency.

The Course of Study is dependent upon the great currents that flow in society and in the nation.

In the days of financial inflation when the nation is sending its bonds abroad and is realizing material productions for its obligations, there is a giddy inflation of its educational theories. When the nation comes to economize and take up its obligations, it becomes unreasonably conservative and reactionary.

Thas the Bulls and Bear's in education hold alternate sway. The work of teachers and school boards must be to prevent too great reactions in either direction.

WM. T. HARRIS.
a. From the number of minutes in the school-day subtract the number devoted to opening exercises and recesses, the remainder will be the time that can be given to class exercises;

b. Determine the necessary number of class exercises;

c. Divide $a$ by $b$ and the quotient will be the average number of minutes that may be given to each exercise; the time of the more important classes may be increased by shortening the time of the less important.

N. B.—The program should be constantly before the school, and should be strictly followed.

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**BOSTON LETTER.**

**LONG'S TRANSLATION OF THE AENEID.**

I HAVE been reading our Lieutenant-Governor's translation of Virgil's *Aeneid,* recently published by Lockwood, Brooks & Co. As Mr. Long is likely to be the Republican Gubernatorial candidate this fall, it has been hinted by certain of the least scholarly of our Democratic friends that this is some kind of a *long-headed* campaign document. Of course the Adames of Quincy do not think so; nor would the Hon. George S. Hillard, if he were alive. It is a noble work, however, and if it could set a new fashion among politicians, its pure-minded author would no doubt feel amply rewarded. It certainly marks a high grade of social culture, whether it be in London, Paris, or Boston, when such as Gladstone, Thiers, and our present President can hold high official position and be at the same time leaders in the literary and educational development of their times.

This is a good translation of Virgil, if not the best. One very respectable critic thinks it better than Dryden's, and this critic is one who, at the same time, regards Alexander's Feast as the best ode ever written. Probably Mr. Long could not write such an ode. Possibly, however, he has surpassed the author of that ode in the very different task of rendering the Aeneid into English. The best English for the best Latin* was* the great Arnold's school-room maxim, and I have seldom seen it better illustrated than in the work under consideration. Its author does justice to the glorious ancient bard and to his own fluent and cultivated mother-tongue.

I cannot believe with the reviewer in the Boston *Transcript* that Mr. Long would have done better if he had been more familiar with previous translations. He comes to us with a freshness and beauty of style as though he and Virgil had been closeted alone; the great master's sole inspirer. We are all too much clogged by precedent and example, and greatly to be respected is the bold scholar who goes to original sources of learning with something more of independence than is common. There is a hackneyed style of translating Virgil, and in fact all the common classics, noticeable in most of our schools. Teachers commonly transmit the conventional phraseology which they themselves were taught. Authors of text-books fall too often to adjust as they should our fast growing and changing vernacular to these classic standards. It is likely Mr. Long has never known the beaten track through this most familiar of preparatory books; his own course is so independent. He has gained an advantage in doing this, and, it may be, has lost one. He has understood and rendered the spirit of the poem admirably. He has lost the inferior merit of uniform exactness. Some words he wrenches from their precise meaning. "To-day's phrase" is not accurate enough for so exalted a purpose. Nor is it pure enough. There is no slang here, and many of these questionable words are trenchant, forceful, vivid, picturesque, but not naturalized. It seems hardly possible that such words as *chucking, blabber, brut, squatters, mesh, polymis, raucus, dogs,* as a verb, and *topsy-turvy* should find place in a work like this, but wherever they occur, it must be confessed, they make a strong apology for their appearance. In this list one critic has put the word *thud*; the "thud of many feet." It seems to me that a better word could not have been found to express the dull, hollow sound made by the feet of a marching host.

In the storm scene in the first book, when the sea-gods raise his placid head above the waves, "*äiemen Neptunuus sonitu*" is rendered "doth Neptune scent a storm."

It seems that such a verb is not what either its subject or its object deserves. More than once in the fourth book the Numidians are called Nomads. There is slight authority for this abbreviation, but etymology and usage are both in opposition to it.

The word *warses,* which has a decidedly mercantile character, is applied to articles of value saved from burning Troy.

I know there are many able scholars who will defend the use of Mr. Long's homely, every-day colloquialisms. Our author is evidently not ashamed of them. His work is the result of deep thought and exhaustive study. Few can use language more elegantly. Whether in public harrangue, in conversation, or in writing, Mr. Long always shows himself a mighty master of words.

Nothing but rare intellect and fine scholarship could have made such a translation as this of Virgil's *Aeneid.*

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**RULING WITHOUT THE ROD.**

To the Editors of the *Weekly*:

It has been remarked by friends of the *Weekly* traveling hitherward that the paper combined the elements of success and failure to such a degree that its future was quite uncertain. The mixture spoken of by our friends seems to me to be well illustrated in your editorial in No. 126, p. 52, on "Ruling Without the Rod." Has it occurred to you in Chicago that your failure or success cannot possibly depend on the retiring of one superintendent or the incoming of another? Do you understand that a schoolmaster can do his work very much easier and have little worry and responsibility when he says, "I will not discipline the boy. Let his parents whip him. I will not." As you remark, "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." It has occurred to me in reading such expressed sentiments, and you have published them often, that you err in trying to relieve yourselves of the true duty and responsibility of a teacher. When the boy of a widow in your school is guilty of what you term "pointed disobedience," instead of punishing him for his crime and holding him, you turn him into the streets. The mother cannot control him and the boy grows bad. Wouldn't you better "stoop to the infliction of chastisement upon another man's child" when, by that stooping a boy and citizen can be saved? Some of us think, and have thought since the Bloomfield episode in your city that two extremes are, in this matter of corporal punishment, fairly represented by Boston and Chicago. Perhaps there is a mean!

The *Weekly* urges us to disagree with it from time to time, if a proper spirit actuates the writer. Therefore, I am,

AARON GOVE.

Mr. Gove is perfectly correct in all his positions; but he does not quite apprehend the peculiar circumstances of the situation in Chicago at the time that the attempt was made to discontinue the use of the rod in the schools. It was made uncomfortable by the press for any teacher to be reported as whipping a child, and the enterprising journalists did not stop short of any degree of misrepresentation in enforcing their theory. The superintendent's method was to have the teachers abstain voluntarily from flogging children, and not by a rule of the board or at public outcry. It was discovered, too, that suspended children did not go to destruction, but to the office of the board of education to be restored and returned to school, rarely to be suspended a second time. Further, it was noticed that in that peculiar state of public sentiment, aroused and maintained by the press and some agitators on the board, that when a child was whipped he almost invariably had to be suspended afterward. And the upshot of the experiment was that by abstaining from all bodily punishment, not only all flogging of children was avoided by nearly all, but the need of suspending them also. Whipping was abolished and suspensions for misconduct were reduced to a minimum.

However, the experiment was related as an episode, as a peculiar *Chicago* performance, and not a plan to be universally adopted. In regard to the Bloomfield episode, we sympathized with Mr. Bloomfield and thought that the superintendent acted hastily and ill advisedly in suspending him, when the board had no rule and in fact no authority to make a rule against a teacher's punishing a child judiciously; and "docking" Mr. B. of his pay for the three days of his suspension, was small and cruel; but it is a fact that if Mr. Bloomfield had been a stronger disciplinarian and had entered more understandingly into the nature of the experiment, the necessity for his suspension would not have arisen.
Educational Intelligence.

EDITORS.
Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Toulou, Supr. Public Schools, Minneapolis.

CHICAGO, SEPTEMBER 25, 1879.

THE STATES.

Ohio.—The Cleveland schools re-opened on the 1st. A new school house, the “Walton,” stood ready to assist in receiving the crowd of children that press upon the school facilities of the city. It was dedicated with firing ceremo- nies on the evening of the 29th ult. Supt. Rickoff keeps his place to vacates the Chair of English Language and Literature in that institution; to English Literature in the same. The wedded pair will reside in Buenos Ayres, South America. In view of their departure, a grand farewell reception to the teacher. Medical aid is not able to be at her post this term on account of which position he had been appointed for a year, while the present

Wisconsin.—Appropriations and expenditures of the Normal School, located at Peru, were as follows: Biennial Term—$1869 and 1879, $10,000.00, $5,956.60; 1871 and 1873, $10,540.71; $10,743.43; 1873 and 1874, $24,522.00; 1874, $23,439.00; 1875 and 1876, $30,585.35; $9,016.44; 1877 and 1878, $24,822.61; $14,074.72; Total, $100,910.68; $94,151.28; Dormitory building tax appropriation $20,976.63.

An interesting meeting of the teachers of Dawson county was held at Plum Creek, Sept. 6. Profs. Tipton, McElmore, Stone, Cocklin, Young, and Supt. Lengel took part in the discussion. The next meeting will be held on the last Saturday in December.

Wisconsin.—Prof. James Goff has left Kenosha for New York, where he will spend two years in the study of medicine at the College of Physicians and Surgeons. The Wisconsin Institute for the education of the Deaf and Dumb, at Delavan, was destroyed by fire on Monday, Sept. 15. Flames were discovered shortly after 8 o’clock issuing from the cupola of the main building, and within a few minutes the whole roof was ablaze. The whole structure was destroyed. The school house, in which were 500 tons of coal, were saved. A large portion of the furniture was got out in a damaged condition. Nearly all of the effects of the inmates were saved. The origin of the fire finds no other explanation than that it was the work of an incendiary. The heating was done entirely by steam, but it had not been turned on this year. The buildings cost about $100,000, and were not insured, in accordance with the policy of the state to carry its own risks. One hundred and forty-seven regular pupils were registered. All got out and no one was hurt. They were provided for by kind friends, and the use of buildings will be obtained for the continuation of the school.

The public school of Geneva Lake has commenced with Mr. Walter Allen, of Linn, as principal, Miss Louisa McIntire, of Whitewater, assistant; Miss Carrie Gray, of Milton, Grammar; Miss Mary Wheeler, of Geneva, Intermediate; Miss Libbie Barton, of Geneva, second Primary.

The county convention for nomination of county superintendent of Kenosha county convened immediately upon adjournment of the general convention. The same officers were elected. On the first informal ballot, Dr. A. Mahoney received 15 votes, Alex Grant, 7, W. E. McVicar, 1, Barnes, r. On motion, Mr. Mahoney was declared the unanimous choice of the Convention.

Prof. J. H. Chamberlin is now in New Haven, Conn., where he expects to spend the coming year studying under the instruction of Prof. W. D. Whitney.


O. M. Crary, formerly principal at Lyndon, takes charge of the public school at Hays City, Kan.

Frederick A. Willoughby, of Galesburg, has offered to give the pupils in the public schools of that city gratuitous instruction in German, and the school board, by advice of Supt. Andrews, accepted the proposition. Alas! they know not what they do!

The school in Washington District, Rio, came to rather an abrupt termination. A majority of the Directors, it is said, very unwisely usurped the authority of the teacher and undermined her influence, so that self-respect demanded her resignation of the position, which she promptly tendered. An excellent teacher, and of fine reputation, it is gratifying to know that she immediately found another situation, where her rights will be respected; and the district she left must go without a school, and thus suffer the penalty incurred by choice of unsuitable men for an office of such responsibility and importance.

The Minooka school building, valued at $65,000, burned on the 15th inst.
Miss Russell.

The construction has been confined to the modern languages; next Bummer Greek just consumption the success of the school term, that the grain after be situated at Evanston. In the session which has just closed, the attendance.

Each school at La Moille, Bureau county, instead of that at Sullivan, Moultrie county.

Miss Emma Invern, for the last five years an efficient teacher in Alton, will sail in October for Nipgga, China. She will work there as a missionary teacher. Though a lady of unusual ability, she will probably not attain the unequivocal reputation of either Beecher or Talmage.

Galesburg keeps an insurance of $50,000 on her school buildings. Miss Drury has gone from Wilmington to Elgin at an advanced salary.

At a meeting of the teachers of Macon county, held Sept. 6, the first exercises were conducted by County Supt. Trainer; subject, "Analysis of sentences." Each teacher was furnished with an outline for verbal analysis. The following officials were elected: Vice President—Miss Belle Fulton. Secretary—S. McBride. Treasurer—Miss Josie Slaten. Marshal—John A. Smith. Program for October 4, 1879, as follows: Geography—Subject, "Curiosities"—Mr. Culbertson. Grammar—Analysis—Mr. Trainer. Arithmetic—Percentage.—Mr. Wilson. General Exercises in Physiology for common schools—Miss Russell.

Last Friday was the closing day of Prof. H. Cohn's school of languages at Evanston. The school has been a success from the very first. During the term about fifty students have been in attendance. Indeed, such has been the success of the school, considering that it was, to some extent, an experiment, that the professor has concluded to hold a somewhat similar session next summer. For two years previous to the present one, he has conducted the Western Normal School of Languages at Grinnell, Iowa. The next summer's session in Evanston will be the third session of this school, which will hereafter be situated at Evanston. In the session which has just closed, the instruction has been confined to the modern languages. Next summer Greek and Latin will be included, and an enlarged corps of instructors will be in attendance. By this means educational advantages of the best sort will be within the reach of all during the whole year.

At Batavia the trouble about procuring school books each term for a family of children, and a large part of the expense thereof for many years has been saved, by the school district owning and furnishing the books for all scholars. When a class is in session with a set of books, they are left for the books of their predecessors. The books are bought by the district at wholesale rates; the cost is comparatively trifling, and the plan works very satisfactorily.

Prof. M. T. Gass has been made superintendent of the Fenton schools.

The Jackson schools are to be furnished with electric signals.

J. W. Robinson accepts the principalship of the Manchester schools, in place of J. R. Miller, who goes to Constantine.

Miss Helen B. Miner has been tendered the position of perpeturess in the Battle Creek high school at a salary of $550.

W. J. McMurtry, a graduate of the State Normal School at its last commencement, has been engaged as assistant in the Ypsilanti high school.

T. E. W. Adams, for several years past principal of the school at Good rich, Genesee county, has accepted the principalship of the school at Oxford, Oakland county.

J. H. McFarlan, principal of the schools at Linden, Genesee county, sends us a nine years' course of study just adopted by the school board of that place. It is well arranged, and suited to the needs of the school. We are glad to see that many of our smaller graded schools are cutting down their courses of study to a point where pupils can hope to complete them.—LeMing Re
dishes.

Miss Cora I. Townsend, University class of 1878, has accepted a position in the Chicago high school.
The style of the Stiletto.

In country districts it is the exception rather than the rule to have teachers employed for a successive number of years. This may be bad for the schools, but we have the hardihood to say that it is good for the teachers. It gives them a degree of freedom that city teachers cannot feel. Moreover, it tends to keep the wits of teachers bright and makes self-improvement possible; whereas, in cities, except in very rare cases, there is no thought of self-improvement, increase of salary depending upon term of service and not upon educational standing or efficiency.

 Doubles the plan of electing teachers annually in large cities is a relic of the plan in the district school, handed down from the time when a second term's service was the exception and teachers boarded round. And yet such is the sentiment in cities that dismissal, or "dropping," is a sort of disgrace like being broken from the army, or put under the ban of the church. Since the reason for this annual election has disappeared, the practice should be discarded. The circumstances connected with the annual election of teachers in large cities are cowardly and brutal, and the method has been abolished in all cities except those in which the narrow-minded board-members cling to the fictitious importance which they possess as an account of their little authority. Not being of the solid metal of true manliness, but conscious of being rolled out of the web of rags by political pressure, they need the stamp of authority and official power to command the consideration which they would in no other way attain. As a consequence, teachers live in a state of anxious uncertainty from year to year, and are no sooner elected for one year than they begin to wonder how they will fare at the next deal.

There is a secrecy and duplicity in this method which is demoralizing in the extreme. What is everybody's business is nobody's business, and the teacher works on to the end of the year and wakes up about the first of July to find his head off and the fact published conspicuously in all the daily papers. This brutality, like all other species of cruelty, is the result of cowardice. The principal is too much of a coward to tell a teacher that her work is unsatisfactory; the superintendent is altogether too much of a coward to give her any intimation of the fate in store for her; and the local committee is either a coward or a malignant in the matter; and so the official superiors shrink the responsibility, and it remains for the indifferent reporter to herald her shame to the world, as a matter of news—news more astonishing to her than to anybody else in the world.

This whole business is as cruel as it is unnecessary. A hint in most cases would be sufficient to make the teacher step down and out, and not one of her three snaking superiors has the manhood to give it to her. This underhanded method is a confession that in many cases the dismissal is unjust, inasmuch as it cannot stand the light of investigation or the test of bringing the complaining party to the fore.

The action of the Superintendent in this city at the last election was peculiarly atrocious. Formerly the practice was to publish the names of the elect and suppress allusion to the dismissed ones. But this year the method was reversed. Having been driven into a crow's quill during the year on account of his graded course, laughed out of face on account of his blanks, and bothered into complete muddle through his incapacity to grasp the financial idea, he stood, at the end of the year, as one of his handlers put it, to "show nerve," by publishing the discharge of twenty-five or thirty women, who were carefully selected as being comparatively friendless.

Worse than the dismissal and its publication was the treatment some of the teachers received when they tried to ascertain the cause of their discharge, or the identity of the party who compassed it. In one case a principal called to learn why a competent teacher was dropped, and the answer was that it did not take the Superintendent more than half a minute to satisfy himself whether a teacher was good for anything or not. The statement in one sense is true; he would know as much of the ability of the teacher in half a minute as he would in half a lifetime. In another case he would not give any clue to the charges, because the person was no longer a teacher; not having been elected—the election was deferred on account of the objection of a single member—the party, so the acute Superintendent claimed, had no more right to call for specifications than an uninculturated citizen. This logic is equaled only by the decision of judges in Sodom, who, when a man complained to them that a miscreant had cut his ass's ears off, told the poor man to give the animal to the culprit, let the latter keep it till the ears were grown on again, and then take it back as in statu quo ante bellum. Certainly there is no monarch now living who would indulge in such unreasoning tyranny, with the possible exception of the bummer of Burmah.

In England teachers get a month's warning of a contemplated dismissal. In many cities of this country they hold their places till they are discharged, and that without exposure, as is the practice in every other business. But in Chicago the cut-throat policy will not give them a warning a month, or a week, or a day, or an hour.

J. M.

A thought from a subscriber.

To the Editors of the Weekly:

Mr. Cary, a missionary to Japan, received permission to reside at Okayama, on condition that he should teach English an hour a day in the government schools. He writes an interesting account of his "first day in school" to the Missionary Herald. A board struck by a heavy mallet called the boys together. After the interpreter had explained that he was the "new teacher," they all arose and made a profound salutation. When he expressed his pleasure in meeting them, they all bowed again. After this each boy who was to become a member of the English class was separately introduced, which called for still other salutations. He then asked for books, but none had as yet been furnished, as the introductions were considered sufficient for one day's work.

The next day things were got into working order, and the English study began. After the high steam pressure of American schools it must be refreshing to have time to stop for breath, and learn how to "make haste slowly" even if one does have to go to Japan, to do it. Another lesson might be gained with great advantage by American youth, and that is the respect and politeness exhibited by the scholars. If it seems that the Japanese spend too much time on "important nothing," it is nevertheless true that America, with all her boasted civilization, would be better if more attention were given to the politeness of American Youth both in school and out.

Chicago, Sept. 17, 1879.

Now and Then.

PUBLISHERS' NOTES.

The demand for the publications of A. S. Barnes, & Co., the well-known school-book publishers of New York and Chicago, is growing enormously. Although they have one of the largest printing and binding establishments in New York city, they are unable to make books fast enough there, and are obliged to contract for large editions outside their own manufacture. Of their publications Barnes' Brief History of the United States and Monteleth's Elementary Geography are used in the public schools of Chicago. The president recognizes the claims of the Western Metropolis by contracting with Messrs. Rand, McNally & Co., of this city, for the manufacture of large editions of several of their works, including those that are used in the public and private schools of Chicago.

The two works being manufactured in this city are among the most popular and successful of Barnes' publications. The History is written in a style that is attractive to the young. When the first copy of it was sent us for notice it was difficult to keep track of it, so eagerly was it sought by the pupils of the Eighth, then called the First, Grade. In style is graphic and picturesque,
and makes a panorama of the history of our country which is such dry music in some of the school text-books of U. S. History. James Monteith, the author of this series of geographies, is one of the most ingenious authors living. His descriptions, comparisons, and generalizations have in them, over the ground work of solid facts, a dash of the poetical that makes the teaching from them a pleasure and the study of them a passion. That the manufacture of these books in Chicago will be of mutual benefit to our people and their publishers there can be no doubt.

One of the most interesting features of the Inter-State Exposition is the making of these books in the sight of visitors. The mechanical makeup of Barnes' publications is a noted example of American ingenuity and enterprise. The paper chosen is invariably of an extra good quality, the type is large and clear, the illustrations are by the most original and talented artists, and the binding is superior, in our opinion, to that of any other school-books.

As seen at the exposition, the process of book making seems very simple, the sheets of the Brief History sliding out as smooth and clear, the sheets of the school text-books of Geo. Putnam's occupying the place, with little delay. The board is of three thicknesses of birch, strong but flexible. It is mounted on cleats which may be fastened to the wall, and the board may be attached and reversed with perfect ease. The board is 3 ft. x 3 ft, and will be an ornament to any wall on which it is placed. It will, doubtless, surpass all everything in the shape of map-cases, and as a portable black-board it is incomparable.

Mr. Geo. H. Munroe advertises a Phonetic-Romanic Chart in this issue of the Weekly. We have seen the chart and can testify to its worth in the school-room. It deserves a better representation than Mr. Munroe is able to give it; and we trust those interested in teaching correct pronunciation will respond to his invitation for correspondence.

School-books are so uncertain in price that in these days that the most enterprising publishers are establishing a list of "malling prices." A catalog from Glum & Heath just at hand gives the mailing price of their numerous publications. It contains also a special list of new books and new editions for 1879.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly]

Any book named in this list may be obtained by forwarding to the price to the publishers of The Educational Weekly.

CLARKE, C. and Mary Cowden. The Shakespeare key: unlocking the treasures of his style, elucidating the possibilities of his construction, and displaying the beauties of his expression. Composed to "Complete accordance to Shakespeare." N. Y., Scribner & Wray, 1878. $1.50.


Chapters on the development of the child's mind, and the way to form the child's habits; how he perceives; how he forms concepts; how shall we cultivate the child's senses; Object lessons; On the special value of the physical sciences as instruments for cultivating the senses; Lessons on color and forms; The senses in relation to the ordinary subjects of school instruction.

LESSONS in practical science, or, general knowledge regarding things in daily use: for schools and academies, by a soldier of "Neptune outward bound," etc. N. Y., P. O. Sho, 1879. 97 p. $1.25, 60 c.

LEGOUVE, Rene. The art of reading; its principles and illustrated with blog-notes by E. Bich, Phil. Clarke, James C. Elderge & Bro., 1879. 163 p. 12 mo., cloth. $2.25.

A full translation of this work. Divided into parts: Preliminary; Practical application of new words and sentences; How to read a text. Must we read as we speak; The voice; Taking breath; A practical lesson; Pronunciation; Some peculiarities of the English language; Punctuation; Reading in a sense; Reading a speech; Reading a line of poetry; Reading a simple sentence of poetry; Reading a sentence of English; Reading a line of prose; Reading a speech; Reading a book; Reading a sentence of prose; Reading a speech; Reading a book; Reading a sentence of prose; Reading a speech; Reading a book; Reading a sentence of prose; Reading a speech; Reading a book.

SPOTTISWOODE, W. and others. Science lectures at South Kensington. 3d ed., N. Y., Appleton, 1879. 12 mo., cloth. $2.50.

VINCENT, Rev. J. H. Greek History. N. Y., Phillips & Hanf, 1879. 68 p. 8vo. (Chartruese text-books, no. 5) $1.25.

CHICAGO NOTES.

Who is it that is holding the gold-headed shillelagh over the head of Mr. Ward?

Mr. Richberg and Mr. English have fallen out "for keeps," and Mr. Richberg has the child.

The Weekly is present at every institute now, and Mr. Day refrains from speaking. Now is not this worth a year's subscription?

Mr. Richberg is making a great deal of political capital out of the story that it was he who put the Bible out of the schools. And by the same token, the schools have not had a day's luck since the Bible was put out. Very, setting God aside makes room for the Devil.

It was thought that the climax of ludicrous vengeance was capped by the brave boy who got even with another by making faces at his little sister. But there is a man in Chicago so valuable that he revenges himself on an enemy by dispatching the widow of his brother-in-law.

At the end of last term four teachers were dropped from the high school. At subsequent meetings of the board, one was reflected and another was sent temporarily to be principal of the Clark school. When the reflection of the other two was proposed the Superintendent stated that there was not work for any more teachers in the high schools. Now it seems that two divisions in the West Division high school are taught by cadet substitutes, and that the principal reports two less teachers than he really has at work. Query: When Mr. Doty made the above-mentioned statement, had he made a miscalculation or did he tell a deliberate what-you-may-call-it?

The marking system has reached the climax of reduction ad absurdum et dis-continuum in the schools of Chicago. Each principal is supplied lately in an underhand manner with a book in which to mark his teachers, in numbers with a special meaning. As explained on a private card, it stands for "critical," for "destructive," and so on to the absurd termination. These grades of inanity (there are ten of them) are to be registered every time the principal enters the teacher's room. In addition, there are twelve points for monthly report, such as "fidelity," "thoroughness," "attention," and last but not least, reporting upon records. This portion of the plan is lamentably defective. There is no provision for marking a teacher's digestion, complexion, or the state of her liver. An average upon these points would be invaluable to the cause of education, and would inform Mr. Doty upon more points concerning the teachers than he now boasts of possessing.

The object of this system of marking is to give a principal documentary evidence against his teachers so as to have them readily dropped at the end of the year. But this game of "Hi Spy" is one that two can play at, and many of the teachers, "smelling a rat and seeing it floating in the air," have determined to "nip it in the bud," and so have provided themselves with little books in which to record the mutations and aberrations of the principal. At the end of the year, when the bills and answers and rejoinders and sur-rejoinders, the cross-hills and dummies and pleas and replications are all put in, won't there be a pretty kettle of fish?

This whole business would be funny if it were not sad. Truly, the reign of Antichrist is inaugurated. The prophecy of wars and rumors of wars, of children rising up against their parents and parents against their children, is fulfilled, when a principal of from eight to twenty-eight teachers goes into the several rooms, not to help the teachers by his superior knowledge and greater experience, or encourage them with his sympathy and support, but to ponder on the weighty question whether he shall mark them "destructive" or "troublesome."

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