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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, FREE to all new subscribers whose names are not sent on account of Premiums.

It is a fact not generally known that unmusical pupils are so on account of deficiency of the ear rather than of the voice. The proper treatment of such pupils is to let them sit and listen; not to put them out of the singing exercise, but to excise them from singing. No over-delicacy should constrain a teacher to permit an unmusical or discordant voice to continue in the singing. As the pupils say, the voice in pitch should be "put up or shut up."

The use of offensive epithets by teachers in addressing pupils is a practice that should receive immediate and effectual condemnation at the hands of school officers. It is a sign of barbarism in people to comment on physical peculiarities and imperfections, and it is no less barbarous to stigmatize children on account of mental disabilities.

Though whipped with the rod they will love you the more, but a wound in the spirit will ever be sore.

W. H. Smith, First Lord of the Admiralty, the person satirized by Gilbert in H. M. S. Pinafore as "the ruler of the queen's nave," said at a recent educational meeting that teachers should not aim to raise children above the condition of life in which it pleased God to place them. This kind of discourse comes with ill grace from a man who commenced life by "polishing up the handle of the big front door," and whose highest claim to promotion was that he "copied in a big round hand." A shop-keeper and the son of a shop-keeper, it is not the prettiest thing for this scion of the Smiths to do to suggest that young people be discouraged in their efforts and ambition to rise. Sneering auditors are too apt to mumble "a beggar on horseback," and to ruminate upon the disposition of certain self-sufficient dignitaries to kick down the ladder by which they have ascended.

"But his greatly to his credit that he is an Englishman."

Where it is forbidden by rule of the board to open school with devotional exercises, some kind of formality should be practiced. A singing exercise, the repeating in concert of some choice selection, the recitation of some selected motto or sentiment, or the repeating of a fact related, or story told at previous session by the teacher—anything to vary the monotony and smooth the roughness of an abrupt beginning will do.

In the lower classes a moderate amount of concert exercise is not objectionable, but there is constant danger of overdoing it. It is individual practice in reading that brings out the ability of the child and trains him to give the proper expression to what he reads. In all other studies, except in pronouncing and spelling the words of a new lesson after the teacher and in singing, the concert exercise is of course out of the question.

At the recent meeting of the Glasgow School Board a fearful reduction in the salaries of teachers was made. The times have been bad in Glasgow and taxes oppressive, and to relieve the burdens of 65,000 rate payers 300 teachers have been fined a large percentage of their salaries. We would not doubt you Scotland! You sold your king for four pence! But behold! Before we condemn Scotland, let us see if we can find a parallel. The average reduction in Glasgow will be twenty-five per cent, but in Chicago the reduction for which the extravagance of the Colvin regime furnished the point and the pro-Doty ring a handle ranged from 33 1/3 per cent to 45. Chicago, then, before denounced Glasgow should apply the maxim, "Physician, heal thyself," which she will do by casting out the evil.

The teacher should be a model before the pupils at least in the correct use of language, aiming at all times to have the thought in mind complete and to give it complete expression. In giving and demanding definitions it is well to explain terms in sentences and not in fragments of sentences. The definitions, too, should correspond in time, and other elements to the terms defined; thus purchased should be defined bought not to buy. It is a standing rule with some educators that all answers should be in complete sentences. To this we cannot agree. To the question "What is the capital of France?" "Paris" is sufficient answer; and in response to "2 + 2 = ?" the instant answer should be "4" not "Seven times nine are sixty-three." In all answers the two elements of equal importance are accuracy of speech and economy of time.

The Board of Normal Regents of Wisconsin, encouraged by the late action of the University Regents of Michigan, have requested the Regents of the State University to establish a department of pedagogics in that institution. It is desired that graduates of the state normal schools shall be provided with facilities for pursuing advanced studies in the University, particularly as related to the principles and methods of instruction. Thus the third, if not the fourth, (Iowa, Missouri, Michigan, and Wisconsin) Western state has recognized the importance and necessity of higher professional instruction in pedagogies, provided in connection with the course in liberal arts. It will probably not be long before some of the Eastern states will follow their lead in this as in many other advanced movements in public education.
In large cities the internal management of the schools is apt to be shaped for the benefit of the janitors, rather than that of the teachers and pupils. It was so for years in New York city. The janitorship of a large building is a part of the spoils of party conquest; its incumbent is often the protege of a ward politician, and is at once the tool and master of the local committee. He may commit all the offenses imaginable and yet be not discharged. He has headed a delegation to put a certain man on the board, or given a cane to the chairman of the committee that should rule instead of being ruled by him. He can insult teachers, whack children, raise dust unseasonably, freeze out or roast out objectionable teachers, and play hob generally with perfect impunity, as long as his party is in power. This concession to a coarse and illiterate man is one of the most objectionable features of our large city schools. But under an administration sustained by espionage and terrorism, the employment of such men becomes a necessity, as their retention is a perennial curse.

A writer in the Princeton Review makes a good point when he says that in claiming morality as the consequence of education, people are apt to put the cart before the horse. It is observed that educated people are more likely to be moral and religious than illiterates. But as this writer justly observes they are moral not because they are educated; but are educated because they are religious and moral. Religion and morality would seem in most conditions of life to be the soil and sunlight needed as prerequisites for the cultivation of the educational crop.

A state of culture may be attained in which religion need not be a factor in the product of high morality as was the case in the rearing by his philosophical father of John Stuart Mill; but in the great multitude of cases while superstition is the superstructure of piety, religion is nevertheless the handmaid of civilization.

'Twas religious zeal that discovered America; 'twas religious zeal that in the Crusades opened the eyes of Europe to the mechanical ingenuity of the East; and 'twas religious zeal that filled the Sistine chapel with inimitable masterpieces, that carved a Moses more than man, and hung the dome of one magnificent temple on the walls of another, to form a structure that requires miles of perspective to present it to the eye, in the true beauty and grandeur of its proportions. The world has need of all the philosophy it can have, but it is not yet prepared to do without religion.

The Illinois Social Science Association, composed entirely of ladies, held its annual meeting in this city on the 2nd and 3rd of October. The range of subjects discussed was truly marvelous, including as it did topics all the way from Woman Suffrage to Bicellular Evolution. The most profitable papers discussed, however, were those of subjects of more general interest and practical importance. Not a paper was read but reflected credit upon the Association, where all were so good it would seem invidious to distinguish one above another, but we must confess that the strongest impression that we have brought away from that two days' session, crowded full of bright thoughts and earnest words, is that of the soft voice and gentle manners of Mrs. McKay of Indiana. The heart-reaching pathos of her philanthropic appeal for the inmates of our prisons lingers around us with a power never possible to those sisters who proposed to "fight it out on this line if it takes all summer."

Another exposition of the old fable of the sun and the wind. It is pleasant and encouraging to see so many teachers putting their hearts and hands into this work, this work that divides itself into so many streams that people cannot possibly affirm that there is nothing to interest themselves in without acknowledging themselves devoid of interest in every thing. We were sorry to see so little interest manifested by our own city teachers—those from out of town constituting the entire number; but as we were informed that they were absent from necessity, not choice, we believe.

In the management of the business meetings, the Association has yet much to learn. But that, in spite of so many parliamentary blunders, they should have developed as little friction as they did is greatly to their credit. When they shall have learned their own power, all will go gently and smoothly.

**PRINCIPLES OF CONDUCT.**

In England the Government grant, it is claimed, prevents teachers from giving the attention to religious instruction which the subject deserves. Since children are examined on the secular branches only, and the award is based on the results of this examination, the religious portion of the course is said to be relegated to a corner in the work of the school. However this may be in Great Britain, in this country, where no religion is taught in the public schools, and the reciting or learning of even the ten commandments is forbidden by the board, some provision should be made for instructing children in the principles of conduct. For such principles learned in school, the work of the Sabbath school in the Protestant denominations or the parrotlike rendering of catechism in the Catholic and Lutheran churches, is but a beggarly substitute. As children have been known to graduate in geography without ever imagining that they had been learning about the earth, and to be declared proficient in physiology without knowing that they were studying the human body, so children can go through all the formalities of the catechism and Sabbath school curricula without its ever occurring to them that the study has any relation to their morals or manners, much less its having any influence on their daily conduct. That which influences children most is the character and instruction of their secular teachers. The momentum of the public school system is such that under a strong hand it can govern without whipping and impart the spirit of religion and morality without set lessons or dogmatism; yet, maxims, free from sectarianism, but breathing the spirit of morality and religion, are a great aid in the formation of character. They are to good conduct what the rules of arithmetic are to the operations in that branch, and should be taught antecedently or subsequently to their application, according to the parts of the subject treated. Thus in our later years of teaching arithmetic, we always taught the practice of the cases of percentage before giving the rules or formulas; but we always taught the rule for square root before giving any considerable number of examples under that rule.

So we should teach the maxim, "Mind your own business," before demanding its enforcement, or punishing a child for its violation; but we should reserve the commandment, "Thou shalt not steal," for an occasion in which it was violated, and then impress it, not as an ordinance of the Bible, but as a self-evident violation of the rights of others, condemning stealing, not because Moses condemned it, but because it is wrong in itself, besides being a very mean act.

Will the pious forgive us if we say that to class an act as wicked has very little weight with our American youth? If a teacher wants a boy to refrain from a certain practice, she had better...
tell him that it is mean or ungentlemanly rather than speak of it as wicked.

From the stand point of self-aggrandizement and self-propagation, the Catholic Church is right in objecting to the public schools. No child brought up a Catholic can ever become a Protestant; for the Catholic Church is the larger circle of dogmatism which includes the smaller one, Protestantism; but it is also true that very few boys going through the public schools are in after life as good Catholics as their clergy would like to have them. But they may be good citizens and honorable men for all that; indeed, they are likely to be so from the directness, thoroughness, practicalness of their education and the absence of cant from their speech and hypocrisy from their lives.

But the clergy are only too willing to charge all the wickedness of the times to the door of the “godless” public school; so it is a matter of principle and policy in these schools to inculcate correct principles of life and conduct in the youth under their charge, and this they can do by means of the proper agent in the teacher’s chair, in spite of inherited tendencies, in spite of the bad example of parents, in spite of the too common interference of meddlesome clergy, and in spite of the greatest obstacle of all, the seductions of evil associates of like age. But to accomplish this both the theory and the practice of morality should be combined.

REVIEW.


Dr. von Holst in the preface written by him in English says, “Several European critics of my work have been of the opinion that my judgment of the American system of government and its workings, is an almost unqualified condemnation, and I do not doubt that some American readers will have the same impression.” The book certainly does tend to create such an impression, though before the end is reached, the reader discerns the failure of the author to trace the evils of our system to the real source.

The weak and disgraceful points of our political history are laid bare, but that they are due to sluggishness of the people, on political questions is not true. It may be true that many of the best class in this country have almost no interest in politics, because the men composing the “politicians’ guild” are so obnoxious. But no man reared in this country and recalling the never-ending discussions of political measures, to which, as a boy, he listened, can be made to believe that ignorance of, or indifference to, the vital questions of the day, has been or is one of the failings of the American people.

Again, the “hickory pole” and “senseless doggerel” have had a deeper significance than a foreigner attaches to them. The American mind bordering on the imaginative or poetic type, in figurative language, and so it happens that many an argument is clinched with some quaint expression, which becomes synonymous, as it were, with the argument.

It has not been the stupid repetition of the peculiar word or expression that has won the people, but the argument understood by the synonym.

If then, the people have been interested participators in all measures of the government, why have such disgraceful deeds been tolerated? Looking over the country, one sees that the failings of the General Government are not peculiar to it, but are evident everywhere; in private business as well as public. Why is it? The mechanical ingenuity of the American is almost unlimited. He can invent a machine for the accomplishment of any thing and everything. This very same gift has been a curse to the Nation, developing as it has a faith in a Machine which surpasses faith in Man. So great is this belief in the successful working of the machine that little care is given to the selection of the man placed in charge. Hence the man having “backers” secures an important position, not on account of fitness for the place but on account of his pliability as a tool for the guild or clique supporting him.

A scheme for the administration of government is devised by thoughtful men, and then turned over to the “hungry crowd.” A system of Public Charity is carefully and generously founded. As soon as the parts of the machine are all perfected, dishonest men secure places about the machine and run it for their own benefit.

A broad foundation for the education of all is laid. Our Public Schools are carefully fostered until their workings seem to be about perfect. Then the people, satisfied that they have the “best system of Free Schools” known, gradually withdraw their attention, and politicians find here an opening for the female members of their families.

A great R. R. corporation labors over a system of checks until the machinery of the office is perfect. In the course of time we learn that a dishonest cashier has been embezzling for years.

Constant study has brought the construction of steam engines to perfection. An accident can’t occur, the machine will sound the warning if water is low in the boiler. A terrible explosion occurs. We learn from the investigation that the engineer was incompetent, that he really knew nothing of steam-engines.

Thus the Nation, State, County, City, Corporation, Firm, Individual are all weakened by the bribery, forging, stealing, and incompetency of men, morally and intellectually weak, yet, occupying positions of honor, and respectability.

The Government will never be on a firm foundation of Honor and Strength until the People learn that the safety of society depends not on the perfection of the Machine alone, but on that combined with integrity and capability in the Man.

Regarding the men who occupied the presidential chair from 1829 to 1849, von Holst writes with no uncertain pen:

“In the person of John Quincy Adams, the last statesman who was to occupy it for a long time left the White House; professional politicians and the crowd took possession of it.”

“Jackson had not yet shown that he understood the alphabet of politics.”

“Van Buren, a friendly, well-meaning bourgeois, in whom the largest and best part of simplicity and honesty are scarcely more than skin-deep, in opposition to which the diplomatic reserve is more than a thin varnish, laboriously acquired by the parvenu. He does not urge his boat onward by the powerful oar-strokes of his own arm, but he knows where to find a proper rudder as a sail to catch every wind that blows.”

“Harrison’s opponents told a shameless campaign lie; but that they could tell this lie and persevere in it to the end, shows plainly enough in what rank the “statesman” Harrison stood.”

“Tyler, a political hybrid.”

“Polk, a man who could laugh with one side of his face and weep with the other.”

The topics treated in this volume may be grouped under two heads: Monetary Affairs of the country includes the U. S. Bank, Crises of 1837, Tariff, Repudiation, are all ably treated. How to improve the financial condition of government and people is an ever-present problem, and an intimate acquaintance with the origin, course, and end of these great financial events will aid in the solution of similar problems in the future.
The second general head is Slavery. Now that Slavery is no more, The Rise of Abolitionism, The Rights of Petition, Adams' Trial, Annexation of Texas, and Kindred Events will not be studied by many with the care they deserve. Although the history of Slavery as presented by von Holst does not present the people of the northern sections in a favorable light as opponents of this great evil, yet the unprejudiced reader cannot fail to be impressed with the idea that a desire for peace and harmony, and an unwillingness to interfere with the rights of others caused much of the quiet endurance of the North. His portrayal of the grasping, domineering spirit shown by the Southern leaders toward the North is powerful. The South preying upon the North presents no elements of greatness, but is reduced to the level of the sportsman among the slaves.

"Yes," says Davis of Miss., 
"The perfection of bliss 
In hunting that same old coon, sez he."

The account of Adams' trial should be carefully studied by all intriguers. It concludes with one of those characteristic sentences in which the author in a few words presents a striking picture. After detailing the attacks of Gilmer, Wise, and Marshall on the "old man eloquent," and the exposer of the dark history of Slavery, made by Adams in return, von Holst remarks: "The 'boys' had wished to hit him over the knuckles, but the scourge in his hand cut bloody streaks in their flesh."

This volume, like the first, is a specimen of very creditable mechanical work, but where, oh where, is the proof-reader? Frequently, "had began," "now matter how pliant" are a few of too many oversights in so handsome a book.

In conclusion, one can but feel how poorly a short review can convey an adequate conception of the strength of this book. Although many will not agree with the estimates of the men and events considered, still the work is so thorough and the views are so unlike those of our own writers, as to make a careful reading of the book necessary to those who desire an acquaintance with every phase of our Nation's History.


The idea underlying this work is to make prominent the triumphs of peace rather than to dwell upon the progress and incidents of war. Glancing through the book we are struck with the following features: Colored map of territorial acquisitions; chart of events occupying nine pages, showing the succession of events in America from 1492 to 1877 with contemporary reigning monarchs and leading events in England. On this chart the pages are uncrowded at first, but the plot thickens towards the close. At the head of each period a paragraph of "authorities and references" gives aid in collateral reading. The chapter on aboriginal times touches upon the mound-builders and Northmen as well as upon our friends the Indians. A table of contemporary events in Europe accompanies each period. The discoveries, explorations, and colonial history and progress are given briefly, but are by no means slighted. Much prominence is given to the state of society and education, and the development of arts and manufactures at certain stages of progress in the history of the country. The portraits of eminent men are not confined to successful soldiers, the faces of Jonathan Edwards, Benjamin West, Eli Whitney, John Marshall, Alexander Hamilton, Robert Fulton, Noah Webster, Henry Clay, Horace Mann, Elias Howe, Cyrus Field, Horace Greeley, Louis Agassiz, Bryant, Longfellow, and Hiram Powers, putting in what may be considered an exceptional appearance.

The exceptional consideration shown such men, and the events of which they are the representatives, constitutes the measure wherein this work differs from most of the other school histories of the "United States." The maps are a little puzzling, on account of the "slantindicular" projection of many of them, but they have the advantage of showing the location of a large number of historic spots in a comparatively small area.

If it come to pass that "the nations shall learn war no more," and if the true aim of a people is the cultivation of the arts of peace, and the chief glory of a country its material progress and labor-saving and wealth-producing inventions, then a history which reflects such events and dwells most contentedly upon such conditions, even though it does not fire the blood of youth, or inspire the veteran to shoulder his crutch and show how fields were won, will have the right influence in the formation of character and point the rising generation to the way they should go.


This is an odd work. It contains a little of everything in the heavens above, the earth beneath, and the waters under the earth, as well as in the earth under the waters. The text is illustrated by means of colored maps, handsome cuts, and black-board drawings.

A key to the author's pictorial chart represents most of the natural features of the earth and the artificial structures on them in a speaking manner.

The subjects treated are the ocean; currents and gulf stream; ships and ship-building; rivers, rapids, and cascades; wells and springs; capes, islands, and peninsulas; canals; aqueducts; bridges; trees, plants, and their uses; mining; light-houses; wind-mills; balloons; quadrupeds; insects. At the end of each chapter there are questions for review and a form for topical recapitulation.

The heads of subjects would give only a meagre idea of what the work contains, for collateral and kindred subjects are brought in and handled in a popular and yet not unscientific manner.

The main purpose of the work is to explain Monteith's pictorial charts and doubtless this was the only end the author had in view at the outset; but as he progressed the subject naturally expanded before him, and from the mass of materials at his command the contents of this volume were carefully selected. It can be of no great value to a scholar, for the subjects are not exhaustively treated; but between the highly educated and the uneducated there are many to whom it will prove instructive, many to whom it will be interesting, and a great many more to whom it will be suggestive and useful as a work of reference on familiar subjects.

There is an attempt on foot in Chicago to establish a first-class weekly educational journal. Mr. Vaile is at the head of the movement.—New England Journal of Education.

Yes; it has been on foot ever since Mr. Vaile, left the Weekly last winter; but we fancied that by this time it had worn out its shoes and become foot-sore. But such is life. Was it Betsy Prigg that said "We were born in a wail, we live in a wail, and we must take the consequences of the situation!" However, it is not Mr. Vaile that heads the movement, but Mr. Doty, who wants an "organ" in which to present to a curious world facsimiles of his blanks, by the heliotype process.

—The Maryland Gazette, of February 28, 1771, had this: "To be sold, a schoolmaster and indentured servant, who has two years to serve."
WHAT TO READ.
BY PRISM.

"What shall I read? I want something that is not a novel or a poem. Something solid but that I can read." This is said by many who really have a desire to improve their literary taste; but their knowledge of authors is so limited and their desire for improvement so indefinite that they often attack a book on account of the reputation it has acquired for being "solid" and find themselves yawning over it with their thoughts wandering elsewhere. The trouble is they think to break off cursory habits of reading at once instead of reading a little though it be but a sentence, and then letting the idea work itself unforced through the brain, and as it can not but start some train of thought it will do its work and aid to understanding the next sentence and then resting a while. Never read on, after a book has become dull, you do neither yourself nor the author justice.

Difficult reading is good for mental exercise even though one may not care for the subject treated. There are many books, both translations and those written originally in English, so abstract that scarcely a sentence can be read without using a dictionary by the ordinary reading person; and often when the meaning of the words is clear, the idea conveyed must have time to work itself through the brain. It becomes a fascinating game trying to read what is so hard to comprehend when we know that to the author it must have been clear. It rouses our ambition to feel there is really an idea in the world which perhaps we cannot take in; that there exists a brain so delicate or so strong as to evolve a solution which our brain is too lazy or coarse to absorb.

Then as to subjects. Fiction, good fiction is useful in draughting individuality for us and is easy reading. Poetry appeals to our emotions and we do not find it hard to respond. History is too often but a succession of dates and actions needing nothing but our memory. Mathematics involves shrewdness and readiness in getting results from given conditions but does not appeal to the highest in us. Comedy, like good wine, is a necessary stimulant and has an exhilarating effect. But philosophy, which embraces the relation of cause and effect in physical phenomena, measures for social relief, the solution of the strife between Labor and Capital, the filling up of the chasm supposed to exist between mind and matter, uses and needs the best and finest quality of brain material, and all reading in that line refines our mental ability.

Then as to authors. Chaucer, Spenser, Gibbon, Hume, Addison, Locke, Bacon, were leaders in their day, but will it pay us to give our time to the study of their writings when there are so many later authors who are more in accord with our time? In these days of ours life is so comprehensive, books multiply so rapidly, and discoveries are so numerous, that we should not use our brain which makes our life worth having in pondering over those who lived so long ago. Emerson, Youmans, Draper, Lewes, Tyndall, Huxley, Bain, and a host of others, are giving us the latest and the best, and yet many wait until they have read and mastered the fathers in literature before they know of and appreciate the leaders of the day.

Of what use is it to read books written before the discovery of gravitation, the application of steam, telegraphy, or when recklessness of person, duelling, or slavery of women was a social requisite? This may sound like heresy, but heresy leads to truth invariably. And in advising teachers and others anxious to improve I would say, Read the very latest work you can find on the subject you wish to investigate; it will contain criticisms of other writers which will enable you to compare standpoints.

It is in literature as in theology, music, painting, and social customs, the past is extolled, the present ignored; the ancient studied, the modern neglected. Few like to allow that this is the best age in the annals of time as it is the improved result of all preceding ages. We as educators need especially to glorify it and we need all the culture and mental strength that can be derived from a study of modern researches, modern thought, and modern manners.

—P. Garrett & Co., Philadelphia and Chicago, have just published No. 17 of "One Hundred Choice Selections," containing the latest and best things for declamation or reading. Price in paper, 30 cents; cloth, 75 cents.

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CELTIC AND ANGLO-SAXON LITERATURE.

THE literature of the Anglo-Saxon period comprised in the
years preceding 1066 A.D., includes much that is Anglo-
Saxon only as it was produced during the supremacy of that
people.

Of the purely Celtic literature, the Erse or old Irish is be-
lieved to be the oldest authentic one, its histories dating back to
the Fifth century. The best known works of this and succeeding
centuries that have been preserved include the Psalter of Cashel, still surviving in its genuine shape, the prose Chronicles,
the accretions of many years in the “Island of Saints,” and the
Annals of the Four Masters of Ulster and Innisfallen.

The Scottish Celts contribute but little and that inferior to
the Irish. The Albanic Duan, a historical poem of the Eleventh
century, is the only one worthy of note, the well-known Ossian
having been declared upon good authority spurious.

But when we come to consider the Latin literature of this
period, we find in Ireland many famous names, it having been,
on account of its remotesness from the battle grounds of the times,
specially favorable to the pursuit and preservation of learning.
Dr. Johnson speaks of Ireland during the era as the “quiet home
of sanctity and literature.” Latin being introduced by Christian
missionaries, it follows that the scholarship of the age belonged
to the clergy and from them comes the literature of their time;
some valued uses relating to the faith of the church.
From Ireland St. Patrick and St. Columba not only sent but carried
Christianity and civilization to Britain and the continent.
St. Patrick, laboring in Gaul, and St. Columba from his Island
Monastery on the Island of Iona (one of the Hebrides) attempted
to Christianize the Scots.

Along with these names should be mentioned St. Gildas the
Wise, and in England, Bishop Athelno, Asser., the friend and
teacher of Alfred, and last the venerable Bede (who might also
be called the Voluminous), the most illustrious name that shines
out of the semi-darkness of the first thousand years of English
history.

The whole learning of the age seemed summed upon this
Northumbrian monk, who stands out in bold relief, the central
figure of five centuries.

He was the first English scholar and his works form a cyclo-
pedia of the knowledge of his day. In research, arrangement,
and style, he towers above all Gothic historians of that age.

His Ecclesiastical History of England, written to keep in the
memory of his people their conversion to Christianity and their
political life, is to this day authority not only in the annals
of the church but in all public events.

But the work that filled his heart so fully that he could not die
until it was completed, was the translation of the Gospel of St.
John into the native tongue, Anglo-Saxon.

Laboring through failing-strength, laboring until death had
firm hold of him, he would not die until the last verse being
transcribed, he quietly resigned himself to its embrace, and, with
the words, “It is finished,” closed his eyes to earthly things.

In the genuine Anglo-Saxon literature the two best known
examples are the poem of Beowulf and the poetry of Cadmon.

Of the historical poems attributed to this period, the Gle-
men’s Song, which proves its antiquity by its base and prosaic
rudeus, the Battle of Finburg and Beowulf, the latter is by far
the most valuable and interesting of the group. It “presents a
series of picturesque scenes of semi-romantic incidents illustra-
tive of early Gothic manners and superstitions.” “It is essen-
tially a Norse Saga.”

According to the legends the poems of Cadmon may be looked
upon as inspired. Suffering from profound ignorance and an un-
conquerable dumbness, he leaves the companionship of those
more favored, and in sleep and in the dreams that followed, the
words came to him that still lingered in his memory on waking.

These new-born powers were treated as a miracle, and being
enrolled among the monks he spent the remainder of his life in
producing religious poetry. Not only in story but in thought it
is said to resemble Paradise Lost.

But one name remains to be mentioned among the Anglo-
Saxon writers, that of Alfred the Deliverer, as he is called in the
chronicles of his day—the king, philosopher, poet, and historian all
in one, whose writings are the “purest specimens of Anglo-Saxon
prose.” Though a translator of two valuable works, Bede’s his-
tory and Boethius’ Consolations of Philosophy, he was much
more than a translator. His patronage and example incited the
writing of many works. Time has spared but few. One grand
monument remains, however, in the Saxon Chronicles which ex-
ists in seven different forms, each named from the monastery in
which it was completed. The unauthentic account of it is that
it was composed at the suggestion of Alfred, beginning with the
arrival of Julius Caesar and brought down to 891—from there
temained as a contemporary record until the accession of Henry
II. in 1154. Its interest and value consist in the fact that it is
the first Teutonic prose and that it is reliable history of its day.

The peculiarities of Anglo-Saxon versification are that the
melody is regulated like that of our modern verse by syllabic em-
phasis or accent, not by quantity as in classic meters. Rhyme
is rarely used; in place of it we find alliteration. Both the al-
litterative meters and the strained and figurative diction in which
the poems abounded were derived from their continental ances-
tors.

In the history of the literature of any nation it is observable
that prose writings never precede but always follow poetic com-
position. In the Anglo-Saxon it seemed to mark a period when
they passed from obscure elaboration to clear and exact thought.

The researches of modern philologists show that the widely
differing languages of the early days of Britain have a common
origin. The Celtic coming from Gaul belongs to the Gothic
division as does also the Anglo-Saxon running back through the
Low Dutch of Holland into Teutonic and thence with the Gothic
back through Sanscrit to the fountain head, Indio-Aryan.

Greek and Latin being also derived from the same source, our
composite language has, though far back, a common ancestry.

The history of the literature and language of Early England
being thus briefly epitomized, there remains but a word to be
said as we glance at the most prominent features of the Anglo-
Saxon character.

Power and strength broadening into brutality accompanied by
loyalty that stops at no trial less than death, seem to specially
mark this people. Their warlike virtues were combined with an
almost matchless fidelity. Every where in their laws and poetry
respect for plighted faith shines out. “Their characters are not
shifty and selfish like those of Homer.” “They are brave hearts,
simple and strong, faithful, firm and steadfast, abounding in
courage, ready for sacrifice.” In spite of their sluggish and
gluttonous habits, they have firmly fixed the idea that life is a war-
fare, and heroism the greatest excellence.

Amid their perilous life there exists no sentiment warmer than
friendship, nor any virtue stronger than loyalty.
Marriage is like the state. Women are allowed to associate with men at their feasts, sober and respected. She is a person, not a thing. Law and tradition maintain her integrity as if she were a man.

Devoid of humor, lacking the idea of harmonious beauty, his phlegmatic body continued fierce and coarse, greedy and brutal. But this spirit, void of the sentiment of the beautiful, is all the more apt for the sentiment of the true. Under the constraint of climate and solitude, by habits of resistance and effort his ideal elements are changed. Human and moral instincts have gained the empire over him, bringing with them the inclination for devotion, veneration and hero worship. Here are the foundations and the elements of a civilization, slower but sounder, less careful of what is agreeable and elegant, more based on justice and truth.

CHICAGO NOTES.

The expression "Why not Mr. Howland?" in a late number of the Weekly has been misinterpreted by interested parties. It was not meant as a suggestion that Mr. Howland should be principal of the consolidated Central and West Division high schools. In the general smash-up that the reduced appropriation for schools for the next fiscal year will cause, Chicago will not have need of two superintendents any more than a cat needs two tails. And as a choice between the two present incumbents, our readers will pardon the Hibernicism when we say that in this case the lesser evil would be worse than the greater. Mr. Doty has at least the art to bamboozle the board, whereas little Delano has not the ability to fool anybody but himself.

But it is high time that the era of bamboozling should come to an end, and that a man of principle and character, a man of education and honesty, a man who knows his own mind, and can speak the truth, a man whose word is as good as his bond, and whose will is as good as his word, should be made superintendent of the schools of Chicago; and Mr. George Howland is that man. He is a man of much learning; and enlightened but conservative methods. He has no little foolishness about teaching. His momentum is felt throughout the best circles of the city, and his name will be the signal of quiet, but keen and fond enthusiasm. He knows what he wants and he knows what he does not know. His fine education will shed later on the position, and his exquisite taste, modesty, and marvellous educational insight will stand by him in his management of the system as a whole. We know very well that no one will be more displeased at these remarks than Mr. Howland himself; but a great necessity exists, and we are compelled to "shake up" a friend to aid in putting an end to the present unpleasance, and give our school system a head.

Therefore, friends and fellow citizens, scholars and business men of Chicago, educators and educators, high school boys and high school girls, why not Mr. Howland? Why not Mr. Howland? Why not Mr. Howland?

"Heads I win, tails you lose," is the game Mr. Doty is playing with the principals in the application of the rule relating to the optional studies. A recent resolution of the board provides for the dropping of an optional study in any room which has less than twenty pupils taking it. At the principals' meeting Mr. Doty, as nearly as his evasive language could be interpreted, directed the disregarding of this rule. The failure of Richberg to be elected president, and the withdrawal of Mr. English from the sweet companionship of the gentleman from over the Rhine, made Mr. Doty weakly and "call attention" to the rule of the board respecting the optional studies. The enforcement of the rule would decimate the membership in those studies and the principals want to know you what to do. Does Mr. Doty tell them? Not a bit of it! Does he answer their letters on that topic? Not a bit of it! You can't catch him committing himself. He says, "A man that holds the position of principal should have sense enough to interpret a rule!" Or, rather, he does not say it, but makes Delano say it for him. And this man gets $3,500 a year for superintending the schools, and enforcing the rules of the board!

It is undeniable that there is a superfluity of force in the office of the board of education. Mr. Hicks had to be employed because Mr. Johnston was innocent of all knowledge of book-keeping, and he with Mr. Guilford is thoroughly competent to do the work of Johnston and Ward in addition to their own. Of Mr. Johnston it must be said that he is harmless; but Mr. Ward's presence is a positive injury. His function is to obstruct needed repairs and improvements, and scold janitors on Saturday mornings. It would not be difficult to point out where his economy has cost the city hundreds of dollars; but then he is intelligent and poor, and it would be a shame to dismiss him.

Mr. Boom, the genial principal of the Franklin school, can produce the following testimony to the progress of the spelling reform movement in his district, in documentary form:

Mister Bummer!

Deer Sir,

Ples giv my chile a bok for I am to pore to by it.

Yours truly, Dimecr Kuchtabiren.

At the last meeting of the principals' association Supernumerary Doty stated that the grade institutes are open to the principals, but that there is no room for "outsiders" (although not more than half the chairs are ever occupied).

These institutes are held at Hershey Hall, opposite McGarick's theatre, at 9:30 a.m., on the 2nd, 3rd, and 4th Saturdays of the month. Visitors from Kalamos and Oakkoo will please Mr. Doty by staying away.

At the principals' association last Saturday Supernumerary Doty got Assistant Supernumerary Delano to announce that this year candidates for the high school would be examined on eighth grade work only. The bearing of this may be understood when it is recalled that lately the board raised the average of admission to the high school to 75, and fixed a minimum of 60 in each study, below which no candidate may fall, and be admitted. Up to this order the plan was to make the eighth grade consist principally of a review of all the previous grades, so that, on entering the academic course, the students had thorough drill in the elementary branches; but that new departure will permit them to cram on the eighth grade proper, which should not generally occupy more than two months and never more than four months.

The abuses which this will lead to are incalculable. There will be no obstacle to a principal's cramming his whole grammar department on eighth grade work, and passing them into the high school, an easier task than to pass a class in an ordinary examination.

But aside from the tendency of the measure, on the face of it, it is an evasion of the rule of the board, which was intended to raise instead of lowering the standard of admission, and an impertinence in Mr. Delano, which would be unaccountable, did we not know his timorous disposition and his ludicrous helplessness in the hands of the more cowardly but more designing man to whom he acts as assistant supernumerary.

The true inwardsness of this movement will be of interest. The fact is that Mr. Doty wants to do away with all grade examinations, which would not be desirable, as he expected, and he now seeks by the present order to make the examination a farce. If our schools are not to be utterly ungraded and degraded, the board must see to it that the highest grammar school grade shall be a completion and review of the common English branches.

To the Editors of The Educational Weekly:

Please insert the following in the "Educational:"

A man owns a quarter section of land with a river entering from the north 112 rods from the N. W. corner, and passing out on the east 95 rods from the S. E. corner. He sells his brother 40 acres, to be taken from the north side and wholly west of the river.

Considering the course of the river a straight line, how far from the north line must the new line be run to cut off just 40 acres?

Solve arithmetically if possible.

Now, Mr. Editor, I have stated an actual occurrence as plainly as possible, and will send a diagram that will make it still plainer.

Make all the improvements you can and print if convenient.

Dave Forster.

Perin, Ill. Sept. 26, 1879.
THE STAT3S.

WISCONSIN.—Miss Charlotte E. Rich mond, a graduate of Platteville Normal School and sister of a present incumbent of the office, has been nominated for Superintendent of Green county. The convention passed a resolution highly complimentary to the retiring superintendent, who is principal of the Brodhead high school.

The more women enter this field of work the less politics will affect the schools. Who is the coming member of the Legislature to take hold of this matter and try to provide a way to elect state and county superintendents at such times and in such a way as to make the educational the only issue in the ballot box? There never was a ballot box strong enough to hold more than one issue at a time and our manner of electing justices of the Supreme Court is a tribute to this truth.

The official visitors to the Whitewater Normal School for the present year are Prof. T. C. Chamberlin, of Beloit, M. T. Park, editor Elkhorn Independent; and Supt. C. W. Roby, of La Crosse. They are all capable and experienced school men.

The wisest plan of dividing the school year into three terms is gaining ground among the rural districts. The Journal of Education remarks upon this fact, "There is probably no one movement that will so largely increase the efficiency of our schools." Along with this policy will certainly come the other one, of hiring a teacher by the year rather than by the term.

The Janesville high school had 107 in attendance on the first day. Suppose the school should graduate only seven at the end of the year. What would its enemy say and do? Well, he would divide the whole cost of the school for the year by seven, and then rave over the quotient like a lunatic, utterly forgetting the one hundred who did not graduate, but who has received its invaluable training for a year. That is the way they do with its enemy.

The State Superintendent visited 20 out of the 47 institutes held in August and September, and lectured upon the following subjects: "The Origin and Growth of Our Public School System," "The Duty of the State to Educate the Children," "The Present Phases of Popular Education in Wisconsin," "Needs of Public Schools," "The Education of Work," "The Work in the Common Schools as a Preparation for Citizenship," and "Our Country Schools." At that rate the office can hardly be called a sinecure. There is more work for less pay in the office than any other on the state ticket.

Superintendent Agnes Horsford, of Eau Claire county, discourages the girls of the exchange schools the institution has had a great desideratum. Kalamaoo college has opened a new recitation arrangement, by which all classes will recite outside the large room. The schedule is arranged so that some one of the teachers in charge of recitation rooms is engaged in other work than the hearing of classes, during the successive hours of the day, and each one, during her hour, has charge of the main room, where the scholars sit. The principal has his class in the recitation room that is vacant for that hour. By this arrangement the care of order in the high school room does not devolve on any one who is hearing a class at the same time. The high school is so large of late years that this arrangement has become a great desideratum.

A library and reading-room have been added to the Adventist College at Battle Creek.

The school board at Battle Creek has voted to raise $17,000 for the next year's school expenses. Olivet College rejoiced this fall with the largest attendance it has had since the war. Col. Fairman, who drew the plan for the new art gallery, will soon visit the College and give it a $5,000 painting.

The whole number of pupils enrolled in the East Saginaw public schools during the month of September was 2,553, of which 1,607 were in the primary department, 777 in the grammar, and 16 in the high school.

The teachers of Medins, Lenawee county, have held a most successful township teachers' institute, which was attended by a large number.

The Cass county teachers' association will hold monthly meetings. The next one will take place Oct. 18 at Cassopolis, Prof. H. C. Rankin, of Cassopolis, is the president.

The Flint Citizen says that Superintendent T. W. Crissy, of the Flint schools, has struck a bonanza in the invention of a postage stamp canceler which will effectually put a stop to the practice of washing and reusing stamps if put into general use. It is a simple little instrument of about the same size as those now in use, but is so constructed as to deface the stamp by cutting it instead of merely inking it over. Prof. Crissy was also very successful in a recent public exhibition of his powers as a dramatic reader.

ProF. W. J. Cooker, superintendent of the Adrian schools, is about to publish his work on the "Civil Government of Michigan."

Prof. Winchell, of the University, will publish a syllabus of his course of lectures on geology.

There were just 1,300 pupils belonging to the Flint schools Sept. 26,—end of the first month.

Mr. Charles Pickell is principal of schools at Middleville for the ensuing year.

Mr. Edmund Hrsg is giving excellent satisfaction as principal of the school at Northville.

The number of students in each of the departments of the University is in excess of the number at the same time last year. The total attendance in the literary department cannot yet be given, as many of the students who have returned have not yet registered. There have been 211 applications for admission to this department. The totals in the other departments as compared with last year are as follows: Medical, 1879, 333, 1878, 279; Law, 1879, 340, 1878, 335; Homeopathic, 1879, 63, 1878, 54; Pharmacy, 1879, 81, 1878, 61; Dental, 1879, 56, 1878, 51. —Ann Arbor Register.

The Kalamazoo high school has inaugurated a new recitation arrangement, by which all classes will recite outside the large room. The schedule is arranged so that some one of the teachers in charge of recitation rooms is engaged in other work than the hearing of classes, during the successive hours of the day, and each one, during her hour, has charge of the main room, where the scholars sit. The principal has his class in the recitation room that is vacant for that hour. By this arrangement the care of order in the high school room does not devolve on any one who is hearing a class at the same time. The high school is so large of late years that this arrangement has become a great desideratum.

An exchange says the Catholic school at Hancock, Lake Superior, made application for an appropriation of $1,000 from the school fund at the recent annual school meeting of that district. A vote was passed granting it, "providing it can be legally done." Compiler's section (112) of the general school laws of 1879 says: "No school district shall apply any of the moneys received by it from the primary school fund, or from any or all other sources, for the support and maintenance of any school of a sectarian character, whether the same be under the control of any religious society or made sectarian by the school district board." —Lansing Republican.

INDIANA.—Examinations for the months of September and October in St. Joseph county will be held at the following places: Mishawaka, Sep. 27,
The Northern Leage  - The board of education of the city of South Bend have engaged Prof. W. G. Schroeder to teach the German classes of the high school. Seats for one room in the Washington building and for one in the Jefferson building have been ordered from the Northfield Furniture company.

PENNSYLVANIA - Erie has on her rolls for September 3,300 pupils, a gratifying increase over the same month of last year. The study of German is quite popular. 2,686 scholars below the high school pursue this branch. The plan is to begin with a vocabulary of German words very like the English, and insist on the ready use of the material as fast as presented, so that the scholars may be able to handle his German as freely as his English. The teaching of this branch is generally done by a special teacher. This city employs 90 teachers; 9 males and 81 females.

OHIO - The Northern Ohio Teachers' Association was to meet in Batavia on the 11th inst., the Central Ohio Association will meet in Columbus on the 24th and 25th, for its annual session; the bi-monthly meeting of the new Logan County Teachers' Association will occur in Bellefontaine on the 25th.

At the recent Marion county fair, the schools of Marion, the county seat, made a creditable display. The Independent says: "The educational exhibit of the Marion union schools, under the charge of Prof. Welsy, attracted a large share of attention. It was deserves of especial notice, and we congratulate the teachers, pupils, and Superintendent on the handsome exhibit. Prof. Welsy's display of minerals, specimens, and chemical appliances, secured awards that were certainly deserved."

A Lebanon item says that "as the trial to revoke the certificate of one of the teachers in that county, it was shown that he was in the habit of carrying a pistol to his school every day, Order reigns in that school, and the young man retains both his pistol and certificate all the same." The public schools of Warren were closed on Friday, the 10th, to allow their teachers to get some of the admirable lessons to be learned from personal observation in the Cleveland schools.

Miss M. F. Morrison, the first and sole graduate of the State University, has been appointed teacher of natural science in the Wesleyan Female College at Cincinnati.

The Columbus Medical College has about a hundred students, and the St. Mary's Medical School of the same place something more than fifty. The venerable Dr. Hils, Superintendent of the State Reform School for girls, at White Sulphur Springs, had a severe stroke of paralysis on the 4th ult. Zimmerman ville has nearly finished a new school-house.

MINNESOTA - There are twenty-one pupils at the blind institute at Faribault, and other applicants are waiting. A building for astronomical purposes has been added to the young ladies' school (St. Mary's Hall) at Faribault, and a large telescope belonging to the school mounted thereon.

Anoka has voted bonds for $6,000 for building a new brick school house. The applicants for schools in this county are so numerous that some are offering to teach for the trifling sum of $12 per month.-Le Sueur Sentinel. The number of pupils enrolled in the Lake City public schools since Sept. 1, is 48.

ILLINOIS - Prof. S. S. Hamill, the well-known elocutionist, now located at Chicago, is giving a course of instruction in the East Aurora high school. He also has a class of teachers and citizens, including nearly all the clergy of over 40. To-morrow evening he will give a reading and entertainment at the opera house.

Mrs. G. E. Larned, the enterprising county superintendent of Champaign, is educational editor of the Social Science Journal. Miss Mary A. West, of Galesburg, conducts a philanthropy department in that paper, and Mrs. Lou Allen Gregorcy, of the State University, is to have charge of a department in literature.

The Philadelphian Society of the State Normal has recently presented itself a new piano. Both the literary societies of the institution are reported to be in a flourishing condition.

At the recent state oratorical contest at Champaign, the first prize was awarded to Richard Yates, of Illinois College, and the second to William Hawley, of Chicago University.

Mr. S. A. Armstrong, of Gibson City, has been nominated by the Republi- cans of Ford county for the county superintendent's office, left vacant by the death of his brother last winter.

The Peoria board of health has on account of scarlet fever closed for the present week all the schools of the city.

A teachers' institute was called at the school building at Wilmington, Saturday Oct. 11, to close with the organization of a Teachers' Library Association.

The Illinois Industrial School for girls is no longer a private enterprise, having been accepted by act of the legislature as a state institution, and transferred to a board of trustees appointed by state authority.

The Illinois Industrial University has an attendance of more than four hundred pupils. There are thirty more students than heretofore in the college classes.

Ben. C. Allenworth, County Superintendent of Taxaxel, fractured several of his ribs, while attempting to mount a moving train at Mackinnaw a few days since.

Prof. Taylor, of Paxton, has been entertaining the pupils and friends of his school in a picnic. Does he take the returning warm weather to be the coming of the picnic days of spring?

The students of engineering at Champaign will derive great aid from the recent establishing of a triangulation station at the State University by Gen. Comstock, of the United States survey.

The teachers of Chenoa public schools dismiss for a day occasionally, to visit the schools of neighboring towns. The theory is good, but the practice does not always accomplish great results.

IOWA - A correspondent of the Dubuque Times says that Epworth Seminary, under the management of Rev. J. B. Albrook, is more prosperous than at any previous time since it was opened twenty years ago.

The school census for 1879 shows that there are 15,671 persons of school age in Scott county. This is an increase of 152 over last year's report.

The venerable General Albert Pike addressed the Masonic lodge of Keokuk last week.

An exchange advertises for a few hundred more poems on "The Melancholy Days." The Agricultural editor of the Davenport Gazette urges farmers to hold meetings during the fall and winter, for interchange of facts and opinions on the great productive industries of the country.

Mr. E. H. Ely, the well-disposed, affable agent of Lippincott & Co., was around last week. He believes enthusiastically in Worcester's Dictionary, and hates this reform spelling business.

Supt. Young and his assistants have prepared a course of study in Literature for the Grammar grades of the Davenport schools.

Prof. E. R. Paige, of Council Bluffs, is soon to start on a tour around the world under the auspices of the Chicago Times.

There are 130 students in the law department of the University. There will be a first-class Sunday School Institute at Corning, Oct. 14-17. The law editor of the University Reporter is Mr. W. M. McFarland, of Brooklyn.

The Iowa City schools enrolled 1,156 pupils last month, in 23 rooms. There are 133 in the high school. A new building will be needed at the beginning of the next school year.

The October number of the Normal Monthly contains the Iowa Educational Directory for 1879-80.

The next meeting of the State Teachers' Association will be held at Independence during the Christmas holidays.

The Clinton Age makes these comparisons: THE kitchen girl can save more than the teacher. Lady teachers in Clinton receive on an average about $40 per month, which for nine months amounts to $360. Fifty-two weeks' board at $4.50, $255; forty weeks' washing at $1, $40; clothes $100, incidental expenses, $20; total, $340; salary, $360; loss, $28. Kitchen girls, fifty-two weeks at $2, $104; board, nothing; washing, nothing; clothes, $50; incidental expenses, $20; balance, $14. The above figures will show a balance in favor of the kitchen girl of $76 per annum, and yet she is not happy.

"It's funny when you ask a man to advertise he generally declines with the statement that nobody will see it. But if you advertise some little caper of his in the news column gratis, he gets indignant over the certainty that everybody will see it. At least that is what a veteran newspaper man says.

"Teacher, to boy who has to be corrected frequently—"Can you tell me where the Blue Ridge is?" Boy (rubbing his shoulders)—"No, but I can tell you where the black-and-blue ridge is.

"He is treated more rigorously than ever now."
LITERARY NOTES.

The educational society for introducing the Metric System, The American Metric Bureau, has just published a new edition of the standard work on this subject by its president, F. A. P. Barnard, Pres. of Columbia College, N. Y., which has hitherto been published in N. Y., at $5 per copy. This new edition contains three times the matter and has been made the most complete work in the language. Its index of 3,000 references makes it really a Cyclopaedia of the Metric System. The society wish to scatter it widely through the country to give full and accurate information about the Metric System of Weights and Measures, of which so much has been ignorantly written. They offer it at $1.50 or one-fifth the rate charged by the N. Y. publishers for the original edition. If not found at the book store, it can be had of the society; by mail $1.70. The address is, Secretary Metric Bureau, 32 Hawley street, Boston.

A work of great value for reference to all book-buyers, booksellers, and book-makers has just been issued by Howard Challen, of Philadelphia, comprising all new books published by upward of four hundred publishers, arranged alphabetically, by subject, so that any new book on any topic can be ascertained, any new book by any author, and also by the title, with the price and publisher. The present issue embraces books issued from November 1878 to June 1879. A supplement is in preparation of all books to November, 1879, with an Alphabetical Dictionary of all American and English Journals, arranged under subject or specialty, so that any periodical, as well as any new book in any department of literature, can at once be ascertained.

Allen & Greenough's series of Latin text-books is used in a very large number of the best high schools and colleges throughout the country. A circular just at hand shows a proud list in Michigan, including the State University, Adrian College, Hillsdale College, Kalamazoo College, Battle Creek College, State Normal School, Mich. Military Academy, and the high schools of Ann Arbor, Ypsilanti, Jackson, Battle Creek, Kalamazoo, Flint, Lapeer, Grand Rapids, and numerous smaller places.

The National Sunday School Teacher has again taken a step forward, and now appears as an illustrated magazine. The arrangement of the notes and comments has also been changed for the better, and the magazine, which has all the time been superior to any other as an aid to the Sunday School teacher, now becomes the ne plus ultra of Sunday school magazines. The price has also been reduced to $1.25. Published by Adams, Blackmer, & Lyon Publishing Company, Chicago.

Some of the latest numbers of Harper's Half-hour Series are "The Task," by Cowper; Scott's "Marmion;" "Labor and Capital, "Allies not Enemies," by Edward Atkinson; Scott's "Lady of the Lake;" and Sheridan's "Rivals" and "School for Scandal." They may all be had of Jansen, McClurg & Co., Chicago, at twenty-five cents apiece.
A FEW MORE QUESTIONS.

1. A professor once said, I think, when addressing a college society: "The fundamental principles which underlie all systems of education are free and simple."

Having the principles which underlie our system of education well stated, doubtless, many of us in the ranks of common school teachers could then obtain a more full knowledge of them and their right application. Will some one state these principles briefly but clearly?

2. What causes the projection of the northern boundary of Minnesota into the Lake of the Woods, as given in our newer geographies?

3. Will not this "Spelling Reform," if successful, greatly injure the study of Etymology by making it very difficult, if not impossible, to run derivatives back to their originals?

If so, would it not certainly greatly injure our knowledge of the primary significations of words?

F. G. MILLER.

In justice to Mr. Miller, it should be stated that the above questions were submitted by him with those published on page 73, Sept. 4, but the printer, lacking space, cut the series off and appended the signature, and unfortunately divided the first of the above questions in the middle.

4. None of the natural philosophies with which I am acquainted tell why a hollow cylinder is stronger than a solid one of the same material. Will some one please answer?

M. R.

To the Editors of the Weekly:

Will you please give in an article in the Weekly your views as to the best method of teaching Orthoepy and how much time should be devoted to the subject. Let us hear from you.

Very Truly,

L. E. LANDER.

CARROLL, IND., Oct. 1, 1879.

In teaching Orthoepy, we have no means in mind other than to encourage pupils to refer to the dictionary in all cases of doubt as to pronunciation, and to correct all mispronunciations as they occur. In the lower grades the words should be pronounced by the teacher when the lesson is assigned, but in the higher classes, no particular time can be assigned for such an exercise. Yet we would endeavor in every way to arouse enthusiasm in consulting the dictionary. It would be a judicious remark to make frequently that "it requires as much and as good courage to rise up and consult the dictionary as it does to meet a bayonet charge or move on to take a battery."

To the Editors of the Weekly:

Will some one of the readers of the Weekly give a solution to the following problem:

What is the greatest number of hills of corn that can be raised in one square acre of land, allowing the hills to stand within 3½ feet of each other?

OSHKOSH, Sept. 26.

JAMES A. BACH, Normal Institute.

To the Editors of the Weekly:

Enclosed find copy of a set of questions in U. S. History, used at an examination of candidates for First Grade Teachers' Certificates, in a county in Indiana, during the past summer. I would like to have the opinion of the Weekly on the questions:

"What important events occurred on the following dates:"

Sept. 17, 1877; Dec. 24, 1814; Jan. 8, 1815; Feb. 2, 1848; April 9, 1865, Oct. 7, 1765; Dec. 31, 1775; Dec. 26, 1776; Oct. 17, 1776; July 3, 1776.

Respectfully,

W. M. E. LEHR.

MARINE, ILL., Sept. 29, 1879.

Proofs begin to multiply that the fabled island of Atlantis is not a myth. Plato speaks of it as a well-known historical fact, and the relics of the mound-builders, the evidences that our copper-mines were once worked, and the ruins of cities, roads and aqueducts in Peru and Central America, give evidence of a high degree of civilization as existing at some remote time upon the Western continent.

The conformation of the western coast of the eastern continent and the eastern coast of the western continent would suggest that they were torn apart at some former period. The Azores are probably a remnant of the great island, or cluster of islands, or peninsula projecting from the western continent, which tradition has, it was destroyed by earthquake and inundation. When the destruction took place nothing beneath the mud remained. Doubtful is the progress of Columbus was a relic of the debris of this great catastrophe.

Instead of being the newest, it is barely possible that America is the oldest quarter of the world, and that the vestiges of civilization now discovered, are but marks of a race of men once occupying Atlantis, who retreated to the main land when the destruction of their island or peninsula set in. This theory of the existence of an island and one answering to Atlantis, may not be supported by historical data, but it is certainly more than a myth. The new philosophy of the Pillars of Hercules betrayed not the ignorance but gave evidence of the keen irony of the ancients.

—Now comes Jenny in from school with, "I've got to have a new slate and a pencil, and a sponge, and a second reader, and teacher wants me to study geography, and I'll have to have an atlas, and the new boy got a licking, and say, ma, won't you ask pa to pay the books this noon because I'm in a hurry, and all the rest of the boys have got theirs."—New Haven Register.

—There are said to be just four words in the English language ending in -ed and -ing: What is the number? And the number?—N. Y. Star. Addition, subtractions, multiplication and division. Ask us something hard.—New Haven Register.

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BLOXAM, C. F. London, Laboratory teaching; or, progressive exercises in practical chemistry. 5th ed. Phil. London & Blackiston, 1879. 410 p., 8vo, $1.50.

For use in the chemical laboratory by those commencing study of practical chemistry. In the earlier portion of the book are introduced for the first time the fundamental chemical principles described in the notes to the tables, being those now generally employed by chemical writers and teachers in this country.

BROOKE, Ropert A. John Milton, N. Y.: Abbeville, 1879, 128 p., 8vo. (Classical writers, ed. by J. H. Green 60.)

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