The Educational Weekly

The Educational Weekly.

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S. R. WINCHELL,

JEREMIAH MAHONY, }Editors.

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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.

The last institute Mr. Delano stated that in the city 4200 children or more than 10 per cent of the whole had been more than 40 weeks in their respective grades. From the statement of a lady speaker, who seemed to take a super-official part in the proceedings, the statement told only a fractional part of the truth. This lady asseverated that all her school at the time of a lady speaker, children or more than 10 per cent of the whole had been more grave mistakes. We give the report of a mass of antiquated numerical rubbish and arithmetical matters and methods and customs, better in the breach than in the observance, a graded course with which to practice on your children, after the fashion and the manner of the oculist who ruined a bushel of eyes to cure one, so that he can then give it to a publishing house for sale, as an expensive curiosity—Don't!

If you think of employing a superintendent who has a blank for everything from the number of teachers who have passed the dead line of old-maidenhood to the number that "bang" their hair—Don't!

For just as sure as you do your children will be kept anywhere from 40 to 400 weeks soaking in the grade.

PRINT, PAPER, AND EYE-SIGHT.

The following is the substance of correspondence and editorial in late numbers of the Nation:

Teachers should consider the advantages of manila paper for the use of school books. It is pleasant to the eye and cheap whether in the form of blank books or arranged as a pad or tablet, and beyond comparison superior for school work or for literary men.

In a Boston medical paper in 1872 an experiment was related of a man gradually losing and gradually recovering his sight. The reform to which the experiment pointed was that instead of using black type on glaring white paper, the opposite, i.e., white letters on a dark ground should be used, or to be more accurate in statement, the ground should always be darker than the letters used.

"Strange as it may seem at the first blush our present system is based upon a physical paradox. We think we see the letters, but this is only because of the absence just there of a positive impression on the retina; and startling as it may sound at first, we read the letters only by not seeing them. We see the bright margin and the bright spaces around and between the letters; the letters themselves we do not see."

Light, up to a certain degree, is a healthy stimulant to the eye, but light which pours in from the margins and other spaces upon the eye already strained to catch the meaning of the letters, is an exasperation of the natural need, and must act upon the sight as an excess of alcohol does on the body already goaded to the highest exertion of its powers. Even the negative picture on the retina is blurred by these cross lights as the shadows thrown on a ceiling by a chandelier are rendered obscure by the rays from many burners.

The tendency to aid the eye is observed in street advertisements in which gilt letters and white paint on a dark ground are superseding the fashion of black on white. The hardship of the present method is aggravated by the hair lines of the present type, and especially where these lines become a little worn.

In opposition to this view the editor of the Nation makes the following suggestions:

1. "As regards distinctness. For the purpose of testing this point, Prof. Henry P. Bowditch, of the Harvard Medical School, prepared some words in black on a white ground, and some in white on a black ground, using stencils to ensure exactness and equality. The class of students were then asked to state which they distinguished most readily. It was found that the number of those preferring black letters on a black ground was slightly larger than those preferring black letters on a white ground; but not so much larger as to form a basis for inference. We have before us a MS. in white ink on lustreless black paper; it reads with distinctness but is not perceptibly clearer than that written with a similar pen in the ordinary way. The effect of the white ink is startling and almost dazzling, owing to the purity of the color. A white letter on a blue ground might be equally distinct;
such a combination is preferred, on grounds of legibility, for the names of streets in the city of Paris.

2. Our correspondent observes that we do not literally see the black letters. This is true in a certain sense, but not in a sense which can be made a base for argument; for what the eye requires in order to perceive form is simply a difference in color—a difference equally present in both the cases supposed. If argument a priori be justifiable, we may remark that a black page containing white letters forces the eye and the mind to concentrate their perceptive efforts upon small white objects; the ocular lutea, or most sensitive central portion, being taxed to appreciate a brilliant object instead of a black one. It is certainly trying to the eye to look for light-house lights, or stars; and to an unaccustomed person the use of pure white letters on black paper seems a little dazzling. It is, nevertheless, true that a good many eyes, suffering from overuse, are päinted by a moderate amount of light; and to these a pure white paper and wide margins are abominations. A paper of neutral color, neither black nor blue, will probably prove the best basis for experiments in white-letter printing.

3. As regards methods, improvement is to be desired. Our copy of L'industrie scolaire, Journal des Écoliers, printed white on black paper, has lost a good deal of its clearness by rubbing off of the ink; it still presents an agreeable surface on the inside. The white writing ink is prepared with bitumen, a very heavy substance, and requires constant shaking up.

There is no doubt that a great improvement in this matter might be made. The stereotyped expression "clear type on white paper" used by educational journals in their reviews of school books, may in the course of human events be considered less complimentary than it is at present. We would by all means favor the use of manila paper. We prefer it to write on, and the contrast between its color and the mark of a No. 2 pencil is mild enough for the most tender eye.

We would suggest, too, to the publishers of school books, that the use of manila paper in their wares would give them a good means of selling at a lower rate without cutting prices, and at the same time preserving the eyes of the rising generation. In this connection it would be well for teachers to watch their pupils closely in order to prevent them from viewing their work in writing and drawing, as an engraver scrutinizes his lines. It is a constant remark that children should not bear on too heavily with the hand; it should be equally insisted on that they should not bear on too heavily with the more delicate and precious instrument—the eye.

WE ARE NO CHERUBS.

To the Editors of the Weekly:

While thoroughly despising prudery or anything looking towards it either in language or in manners, allow me to inquire of you and of your readers, if some of the allusions in last week's article on Sir Philip Sidney were not of a character such as should be foreign to an educational publication. I allude to the paragraphs following the poetry quoted. Such allusions might be very proper in a paper devoted to theatrical interests, and never raise a question as to their propriety there; yet with all deference I would suggest that in the place mentioned they are entirely out of place.

Time does not permit me to point out the grammatical faults noticed, but some of the sentences appear almost as if copied from the examples in false syntax in our older grammars.

B.

We credit the writer of the above with good intentions and friendship for the WEEKLY, but we cannot agree with him that the passage in question, "The poet was tempted at least once to indulge in license other than poetic," is objectionable or out of place in an educational journal. What is the origin of the sentiment that everything pertaining to school-work, especially its professional journalism, must be so prud as to be devoid of all human interest? Our correspondent suggests that the passage would be appropriate to a paper devoted to theatrical interests, but that it is out of place in an educational publication. Now, why so? What prerogative to be pleasant, within the bounds of decency and good taste, does the theatrical paper enjoy that the educational journal may not share? We know that pedagogical asceticism is a tradition among the general public, but it is only one of the traditions and superstitions that the WEEKLY is bound to explode.

So it is a common error that the school-room is a place of irksome drudgery. But it need not be so. The teacher with requisite ability and a cheerful spirit can have a good time in his school, and yet keep a good one, and it is the aim of the WEEKLY to lighten his labor in that connection, rather than add to it with dreary homilies on the duty of self-abnegation and the vanity of human wishes.

The WEEKLY has exposed and is still exposing a great deal of educational humbug; it can see the swelling mountebank beneath the gairish official robes; it has, to a great extent, wrenched the rod from the undisciplined stripling or irascible tyrant in the teacher's gown; and to introduce a little hearty, honest, human nature into the humdrum of educational journalism, it is willing, if necessary, to puncture with the quill of the dramatic critic, or lash with the whip of the sporting editor.

The WEEKLY is a secular journal published in the interests of secular schools. We shall have no surpluse or chasuble in ours; no rubric of educational mummer; or befogging incense of pedagogical cant. Rigid propriety is synonymous in most cases with dignified stupidity, and there is too much of that commodity now in the schools. Coleridge said wittily upon Dr. Arnold's death, that it was well the great schoolmaster had gone to heaven, surrounded by cherubs with shoulders and wings only, and no facilities for receiving a whipping. Cherubs are good in their proper place; but if our correspondent thinks that the WEEKLY is edited by a pair of heavenly innocents, surrounded by unborn intelligences, such as Raphael painted, he is very much mistaken. That's all.

WOMEN AND THE PRACTICE OF MEDICINE.

THE following is a synopsis of an article that appeared in the International Review, on the Study and Practice of Medicine by Women:

The struggle of women to free themselves from the social fetters which have proved an obstacle to their pursuit of knowledge, has of late been centered on the profession of medicine. There is, however, nothing very novel in the idea of woman's fitness to practice medicine. Mythology gives to Isis the duty of watching over the health of the human species, and ascribes to her the discovery of several drugs. Esculapius had a multitude of both sexes to dispense his benefits. As early as the 11th century, B. C., there existed in Egypt a college of physicians, where both sexes attended. The Iliad and Odyssey both refer to women skilled in the science of medicine. Napoleon Bonaparte appointed Monadella Donne to the chair of midwifery in the University of Bologna where many other women had held professional chairs. From Erxleben who achieved great success in medicine and wrote "that marriage was no obstacle to a woman's studies, but that their pursuit was far pleasanter in the companionship of an intelligent husband."" In France the names of many women stand pre-eminent in the annals of French medicine. In England none have made any notable contribution to the science, nor in America have any made lasting impressions thereon. These instances testify to the fact that in all ages women have risen to be the peers of
the most distinguished men of the time. After stating the fact that little advance was made in certain branches of the science that were almost exclusively in the hands of women for centuries and the circumstances that combined to effect this result, the writer proceeds to take up the present agitation of a "fair field and no favor" for women in the profession of medicine.

It was in America, where a general education is provided for all classes of society, that woman made the first effort to obtain a full medical diploma. He then considers first the efforts which have been made in England and on the continent to secure a medical education for women. The University of Zurich has attracted much attention by the large concourse of women who have sought to avail themselves of the opportunity which it has offered for the study of medicine. Previous to the year 1864 the University had, with two exceptions been opened only to male students. During 1864 two Russians applied, and one, by persistence and energy, and after vigorous test in every branch of medicine received the medical diploma. But the study of medicine developed but slowly up to the summer term of 1872, when the number rose to sixty three, fifty-four of whom were Russians, in whose country, though no university was open to women, yet so-called public lectures for women were delivered in two years' courses.

In Russia there are great stretches of country where no physician could be found, and this induced many lecturers to favor the admission of women to their courses on the score of humanity. It was admitted by all the professors that the experiment of woman's study of medicine in Zurich was perfectly successful. The first female students foresaw that the whole experiment would fail if too young or immature girls should attend, so they begged to be subjected to tests of proficiency. The immature and plastic minds of the young Russians fell a prey to the wiles of political adventurers, and others allowed themselves to be deluded by the communistic theories of free love, so that the Russian government felt called upon to interfere, and ordered that no Russian woman attend Zurich lectures after Jan. 1st, 1874. All but twelve left Zurich in obedience to the order. The University of Geneva has since been opened. The Concordats examination of Switzerland has also been granted to women, which gives those who pass it a right to practice in the Republic. At Zurich two ladies have been appointed assistants, one an American, to Dr. Rose, Professor of Surgery. Those that attended lectures at St. Petersburg were denied the privilege on the ground that women did better as such when they knew nothing and understood nothing. The University of Moscow opened its doors in 1871 to women, exacting the same tests of capacity as for male students. Women of noble birth, commercial classes, shop keepers, married and single, have entered, and in scholarship and demeanor rank high.

In France the medical schools have always been nominally open to women, but the first one that sought the privilege was refused, but was finally granted permission on conditions. At the time of the war with Prussia they were elaborating a plan for the complete education of women under the patronage of the Empress, but the scheme disappeared with the Empire. In Germany, Italy, Denmark, and Sweden, whenever the privilege has been sought it has been granted. In Holland women were allowed in 1866 to become students of pharmacy. In the succeeding eleven years one hundred women entered as students in pharmacy, and twice as many women have succeeded as men. In Belgium women have been refused permission to study medicine.

In Great Britain up to 1876 women applicants to the medical schools met with the most stubborn opposition, and it took all the energy, enthusiasm, and generalship, of such women as Dr. Sophia Jane Blake to overcome the various obstacles. While immense steps have been taken in securing for women the privilege of studying and practicing medicine in England the antagonism is not by any means allayed.

Of the one hundred million women of India, at least two-thirds are, by their social customs, debarred from receiving the visits of a male physician. To meet this want a medical school has been founded at Bareilly, and midwives are being educated at the hospitals.

He then gives a history of the struggles and victories of women in America, naming those that graduated first, and giving brief histories of the various schools and hospitals that finally opened their doors to women physicians. To Massachusetts is due, it seems, the credit of establishing the first medical school for women in the world. The position the Harvard medical school has taken with regard to women has drawn considerable attention.

He, after giving a history of the various attempts which have been made by women to attend lectures at that institution, closes the article by saying that "it is the interest of the community to give to women the fullest instruction in accordance with the most approved systems, and under the most eminent teachers, and that their proficiency be tested by the most rigid examinations before they receive certificates."

GEORGRAPHICAL RECREATIONS.

Some persons endeavor to hide their deficiency in knowledge by doubting everything that is not as regular as their daily meals; so, many will reject some statements made in the following dissertation as improbable. Let them pry into histories, encyclopedias, and daily papers, and if they don't find these statements true, that have been culled from various authorities, both good and bad, they will at least find the truth for themselves. There is no study that teachers arouse less enthusiasm in, than in geography, and no study in which, if you combine history and geography together, there is a better field. Children like to have their questions answered and to feel that the teacher likes to be questioned.

Your present theories may all be pronounced absurd in a few years, but that is no matter. Study the lesson faithfully, and if after explorations prove what you supposed to be the estuary of a river only an arm of the sea, you taught according to the light given. In telling them about the ice touching the ground farther from the north pole than it used to, Why? will be asked; tell them that the alteration in the obliquity of the ecliptic every year, makes an alteration in the height of the water so it will have less water to support it and the sun's rays will be less direct to melt it; then, if your class is advanced, come in your diagrams on the board, use of the globes, etc.

The first objects of interest are isthmuses, capes, straits, etc. The trouble with children is that they rattle off a lot of matter with not the least idea of what they are talking about. In talking of the gulf stream, tell them how, perhaps, this mighty stream, soon after it originated, by some tremendous convulsion of nature in the West Indies may have opened a passage for the sea at the straits of Dover, and at the straits of Gibraltar. For we are sure there couldn't have been wolves in Britain, if there never had been any communication by land with Gaul, and Pliny states...
that Cyprus once joined Lydia, and was separated by the violence of the sea, as Sicily from Italy, and Spain from Africa.

The Adriatic without doubt must have been a large lake, and the water much higher than at present, or how are the remains of anchors found in West Lombardy, while sinking the wells, to be accounted for? It would not do to say those anchors were antediluvian, or the ark story would be over-turned by a proof of ships having been used before it. Show that all the isthmuses might have a strait cut through, thus forming water connections instead of the land being connected. Hercules could not have cut the strait of Gibraltar through the rocky isthmus as he had only six ships and about three hundred men when he took Troy and it would have taken three hundred thousand men in the time occupied.

Cesar, with the Roman Empire at his command, considered it a mighty undertaking to cut through the isthmus of Corinthus, and perhaps would have failed in the attempt, if he had lived. Many, too, were foiled at the isthmus of Suez.

But the isthmus of Gibraltar could not have been cut through by manual labor, in those early times; and it may rather be supposed, that there really was the large Atlantic country, of which we have so many accounts from the ancient fathers, and of which the Canary islands, and even Madeira may have formed a part.

The people who lived in the Canary islands, discovered by the Spaniards, spoke a language and had customs similar to the inhabitants of the mountains of Atlas. The Egyptians acquired much of their knowledge from the Atlantides; they were said to be skilled in history and in making maps. Their people were scattered far and wide, so it was natural for them to mark down the distance between their widely spread people—thus maps may have originated. Don't let them think Chicago the only city that ever gave its people a roasting, or Noah the only one that ever managed a flood. Oggyges' flood shows that there was a particular flood in Greece, and that the land remained unfruitful for two hundred years. Don't let them think pumpkins an exclusively Yankee dish, but in telling them about the rivers that overflow their banks, speak of the Ganges, and tell them that in taking a boat-ride on that stream they can see the mud houses in the rice districts with pumpkin vines growing over the top, and in wandering through the potato fields they will come across old temples and towers.

The word potato should make them realize that they are talking about a land and a people that eat and live as they do, and not just using words. Read the "Boys of '76," "Centennial History," "Chambers' Miscellany," scraps from anything and everything. Your eye will learn to light upon interesting things as quickly as a good cook selects a receipt that she knows to be good before trying it.

Take fancied trips with the children, giving them the derivation of the names, as "Shesoygan" (she boy again); wander over the forts and among the Indians at the straits of Mackinaw; tell how a few men drove away many at this place, how a church and all its congregation at this place were burned; wander through the streets of the great cities telling what it would be worth while to visit and why; it is no matter whether you have ever been out of the little town you are teaching in or not, you have as good right to make brilliant descriptions of famous towns, as many others have of places they never saw. When they are studying about Africa, startle them by telling them the Amazons were not women, only called so because they wore long dresses. Diomed called Paris a woman, because he curled his hair. Then as archery is all the rage, tell them that the tradition of the Amazons' cutting off the right breast to enable a woman to draw the bow is folly, as the women of South America draw their bow that way every day. But the position is ungraceful; while drawing a bow to the ear shows a woman's figure to great advantage. The wisest Greeks and Romans deny that the Amazons were female soldiers.

If any of the children have had colds tell them what climes would be beneficial for them to visit; send them, perhaps, to the Scilly islands where the air is made delightfully soft by the gulf stream, where they can live out-doors, and where, when the tide is low they can see if they can discover the stone walls which divided the fields and are now submerged. Don't plead want of time, for, to get a class interested, expectant, desirous of getting interesting facts, to know what is going on in the world about them, is worth a mighty effort on the part of teachers.

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**REVIEWS.**


This is just the book to read in fall weather, when it is almost too warm for a fire, and too cold without one, for then memories of the "Heated Term" will not be too over-powering. Indeed, the time seems already far away when the mercury stood at 100°, and it is almost a comfort to recall the fact that once when the windows were all open, still you were uncomfortably warm. The author describes this "Heated Term" as only he can describe anything. We always feel that he must have "on hand" a box something like an old-fashioned tin pepper-box, which he keeps filled with all the choice descriptive words in the English language, so that when occasion offers he can just shake the box, and by some magic they arrange themselves into the happiest combination possible, ready to serve him and amuse his readers.

There is always an intense personality however, in this author's books, and one never quite forgets the man who writes, while enjoying thoroughly what is written. We have often thought we would like to invite him to breakfast some morning, take his hand in a friendly way, and then listen while he talked. One could never feel sure, however, that one's own peculiarities and foibles might not be served up afterward, for he seems to find out naturally all the available points for good-natured fun. In this book he gives us characteristic sketches of "Utah" and "Colorado," making the reader almost feel that he has been there.

There are also short essays on various subjects, amusing and descriptive, according to the subject chosen. A good one is about "The Men of Grooves." He "hits off" the teacher who has settled down into a groove, capitaliy. He tells how this man of grooves teaches grammar, geography, and arithmetic, and one instinctively feels that he knows whereof he writes. He evidently goes through the world with his eyes open, and in *Summer-Savory* we have his ideas of many subjects that we all know about, but cannot so pleasantly and pithily express, even to our own consciousness. The book is well and handsomely bound, and will do no doubt find kindly welcome in many a social circle during the long winter evenings that are to come.


George Combe was an English author and lecturer of considerable note, born in 1788. In 1819 he wrote "Essays on Phrenology," and in 1824 a "System of Phrenology," which became
very popular, and gave to its author his chief reputation previous to the appearance, in 1828, of his "Constitution of Man considered in Relation to External Objects." This work was written for the purpose of demonstrating the essential harmony of the nature of man with the surrounding world, and the necessity of studying the laws of nature, in order that we may realize the advantages of the external world, lessen our exposure to outward evils, and carry out successfully man's physical, moral, and social improvement. The views advanced were not at first accepted by members of "the church," and in subsequent years Mr. Combe spent much time lecturing on this and kindred subjects, and enforcing his ideas before the people. His latest work was "The Relation between Science and Religion" (1857), in which the importance of natural religion, and the duty and advantage of obedience to its percepts are eloquently enforced. In 1837 he published a series of popular lectures on education; it which he endeavored to effect a national system of education available to every sect on equal terms. The evanescent character of much of his writing prevented it from receiving that recognition and exerting that continued influence which its soundness and philosophy merited. And to the present generation but little is known respecting some of the wisest sayings and most philosophical statements of educational principles ever promulgated in the English language. It is for the purpose of collecting and placing these contributions to education in a systematic form that the present volume has been prepared. The work of the editor has been to select and classify the educational utterances of Combe, to supply such notes as are required for understanding them, to explain occasionally references to a special technical philosophy, and to exhibit Combe's connection with the various movements that characterized the educational revival which he gained with the present century, and in which he took a prominent part. The editor has also rendered a good service in making the work useful as a work of reference on the topics which are out of a marvelous 12 mo. volume of 406 pages, sold for only fifty cents. It is called the "Acme Edition," is to contain four volumes, and be bound in cloth, half morocco, and half Russia, gilt top, for $3, $3, and $4, respectively. Mr. Alden, the manager of this publishing house, has undertaken a great work. It seems scarcely possible that he can successfully publish the editions of standard English works at the prices which he proposes. But he is going ahead, and so far seems to succeed. The Acme library is attractive both in style and price, and if pushed persistently will be sure to answer an immense demand. If teachers can get this work they will do well. It is printed in clear type, on fair paper, and well bound.

**PREMIUMS FOR SUBSCRIBERS.**

For two or more subscribers at $2.00 each, we will send postpaid any book or books the retail price of which does not exceed one-third of the amount of money sent.

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The following books are particularly recommended:

- Soldan's Grube's Method of Teaching Numbers...
- Wedgewood's Topical Analysis...
- Holbrook's Normal Methods...
- Phelps' Teacher's Hand Book...
- Northend's Teacher's Assistant...
- Page's Theory and Practice...
- DeGraff's School-room Guide...
- DeGraff's School-room Song Budget...
- DeGraff's School-room Chorus...
- Fitch's Art of Questioning...
- Webster's Pictorial Dictionary...
- Webster's Unabridged Dictionary...
- Hyde's Manual...
- Huntington's Unconnected Table...
- Kennedy's Philosophy of School Life...
- General Questions, 25 cents each, complete...
- Johnson's Principles and Practice of Teaching...
- Riddle's How to Teach...
- Craig's Common School Question Book...
- The Normal Question Book...

**Manuals for Teachers:**

- The Cultivation of the Senses...
- The Cultivation of the Memory...
- On the Use of Words...
- On Discipline...
- On Class Teaching...

If the price exceeds the amount due on premiums send the balance in cash.

Do not wait to make up your whole list before sending. Send the first two names, stating that they are to be placed to your credit for a premium, and add more as you get them.

No such account will be opened, however, unless two subscriptions (one of which may be your own) are sent with the first order. After that, single subscriptions may be ordered, always stating that they are to be credited on account of premium.

**Always state whether your order is a renewal or a new one.**

Date your letters fully and carefully, and state in them the exact amount of money sent, and the form in which it is sent—whether registered, postal order, or bank draft.

If you send checks upon any bank outside of Chicago, New York, Boston, or Philadelphia, add fifteen cents for collection.

Currency or letter stamps may be sent in a letter, but always at the sender's risk. We do not want stamps of a larger denomination than three's.

RULE BRITANNIA!

It is a fact not usually considered that more of the social and business condition of a civilized community may be learned by examining the advertising columns of the papers than by studying their political, literary, or news departments. So we fancy that we can learn more of the struggle for existence of the English school teachers, by skimming over the advertising columns of the Schoolmaster (London), than by perusing its careful leaders, its able contributions, or its spicy and spirited correspondence.

In the advertising part of our specialty in journalism we sigh to put ourselves in the place of our contemporary over the water.

Ten to fifteen pages are no uncommon occurrence in this stimulating selection of contributions, or its ally Certificated. As a rule, more money in England, is not a bad consideration.

Two Head MISTRESSES, for the Girls' Departments of large and important Schools are required immediately. Salary £700 per annum, plus one-fourth of the Government Grant earned under Art. 19 (a), one-half of the Grant under Arts. 19 (b), 19 (c), and 21; the whole Grant under Art. 19 (d); and plus also one shilling for each pass in reading, writing, or arithmetic made by a half-timer. £600 is guaranteed as a minimum income and paid monthly, and successful Teachers may make £100 per annum, or even more. One hundred and sixty pounds, £800, with the greater purchasing power of money in England, is not a bad consideration.

MEARE SCHOOL BOARD.

WANTED, by the 1st of November next, MASTER and MISTRESS for Boys', Girls', and Infants' Schools (Man and Wife preferred). Average attendance, Boys about 59, Girls and Infants 86. Joint salary £100 per annum, with house, garden, andcoals, and half the Master Musical.

 Also an Assistant MISTRESS or EX-PUPIL TEACHER. Apply, with recent testimonials, or on or before the 20th instant.

Meare, September 8th, 1879.

Man and wife preferred! How is that, Mr. Doty? And house, garden, and coals, with half of grant thrown in. Truly, they have settled down to business in England.

CHEDZOY SCHOOL BOARD, NEAR BRIDGWATER.

WANTED, about the middle of November, a MASTER (with Wife to teach sewing).

Salary £50 a year, half Government Grant to be earned and actually received, house and garden free, coals found, £20.

Apply to John Tazewell, Jun., Esq., Chedzoy, near Bridgwater.

Dated, 29th August, 1879.

A really a wife seems to be a handy article to have in the way of a corporeal home-expect in England. What would Mr. Howland do if destiny had located him in Britain?

A Certified MASTER (Married), aged 48, seeks Boys' Mixed School, or Institution; town or country. Advertiser suffers from lameness but is otherwise fully competent. Has not been engaged under Government for past fifteen years. Is anxious to return to the profession, and offers energy and ability in the discharge of his duties. Wife's services available. Experienced Teacher. Good needlewoman.—W. E., 7, Buckingham-street, Fitzroy-square, W.

In merrie England it does not seem a drawback to a schoolmaster 'am to be able to sew.

Wiggenby Endowed School, Cumberland (under New Scheme).—

WANTED, after Christmas holidays, Certified MASTER. Salary £120, with house and garden. Higher subjects. Harmonium player preferred. Also, Certified MISTRESS. Salary £40, with house and garden, or an equivalent.—Apply, (if possible before 24th, and not later than 27th September, sending testimonials and full particulars, to Rev. G. Hassell, Aikton Hall, Wigton, Cumberland.

They seem to have new schemes even in England.

WANTED, Certified MISTRESS, for Village Infant School, average attendance 60. Salary £15 and lodgings. Some addition to salary given if musical and willing to help in Church choir.—Vicar, Heckington, Skafford, Lincolnshire.

Uncertified MISTRESS or ASSISTANT, in Primary School. Willing to sit. Apply by letter, with particulars, Philopolis, 2, York-road, North Brighton.

"Willing to sit" (for certificates).


"Furnished house and garden." Just think of that, rent-paying pedagogues.

WANTED, September 29th, a Certified and Experienced Master, to take the entire charge of Mixed and Infants' School at Abercychan. Wife or Sister, school, music; average 200. Stipend, £203, pence £102, which might easily be increased.—Address, Vicar, Abercychan, Mon. 15th.

Pence 200, the voluntary contributions of the children. This is not a bad idea. It is possible to make a school too free.


101.

Science, geometry, music, and Scripture with a large S? Not bad recommendations, truly.

WANTED, Assistant MASTER, immediately. Competent to take Upper Standards. Sol fa, £55, paid monthly.—Head Master, Weymouth-terrace, Briton, Hackney-road. 101.

Sol fa, £55, paid monthly. Sol fa evidently means the approved mode of teaching music. This reminds us of the geologist who came to the artist Dore with the modest request, "Do re, mi, fa, sol, la, si, do!" (Dore, my fossil, ah! see, do!)

Metropolitan and City Police Orphanage, Twickenham.—WANTED, by the 11th of October next, a HEAD SCHOOLMISTRESS (Certificated). Must be able to teach knitting and cutting-out. Age not under 25. Salary £40 per annum; other Board, lodging, laundry, and medical attendance. Apply, personally or by letter, to the Master Superintendent, with copies of testimonials. Candidates for post of Second Master in the above Institution are thanked for their application. The vacancy has been filled.

"Allowance for beer." Great patience! Can such things be in England?

In this country beer is only for the German board members and their creatures the superintendents...
CHICAGO NOTES.

Superannuated Dotty makes a great parade of the fact that there are 870 teachers in the Chicago public schools; but he is alarmingly dark about the fact that 890 of them are laughing in their sleeves at Dotty.

Superannuated Dotty and Assistant Superannuated Delano have agreed to "spell" each other in saying that the schools never before opened so auspiciously, pleasantly, and harmoniously. It was Dotty's turn to say it at the last Institute. Poor fellows! Whistling to keep their courage up.

Teachers should not be afraid to subscribe for the WEEKLY. There is no need to do anything as a precaution against the schools, and it is in no way necessary for them to get hold of our list.

The fact is, if one of them should gain access to it, the Chicago list is now almost as effective as being at ease in a school-room.

The office hour is from four to five. Mr. Howland could superintend the examination, if necessary.

Mr. Richberg is not now in the army register in which Mr. Doty or Mr. Richberg could get independence in their respective branches.

Moreover, in this matter of over-sighting, what are the principals for? Moreover, Mr. Richberg is not now in the army register in which Mr. Doty or Mr. Richberg could get independence in their respective branches.

Dare they do it? We shall see.

Truly, Mr. Doty can not speak without putting his "foot in it."
THE STATES.

INDIANA.—The legislature passed a law compelling school officers to provide good schools conveniently situated for the colored people, or to admit them on equal terms into the "white schools." But still we are not happy. The colored people of Crawfordsville are vigorously protesting against the conduct of the school authorities in putting fifty-eight of their children in a room 4'x11' without a sufficient number of desks, and with walls so rough and black "that a stranger would think that culture and refinement are a stranger to the people" of that city. They appeal to the Board, "in the name of the Great Jehovah, to give ear unto our supplications and make ample provision for the accommodation of our children." In Indianapolis the exigencies of the case seemed to require the transfer of a school of white children to a building occupied by colored schools. The school was kept as much apart from the others as possible, having a separate recess and all that; but in a few days but eleven pupils, ten boys and one girl, of the fifty transferred, continued to attend. A petition signed by more than a thousand names, both white and colored, was presented to the School Board at its last meeting, protesting against any mingling of the races in the schools. The Board took action in accordance with the prayer of the petitioners.

The State Board of Education has granted charters to the high schools of Newburg, Aurora, and Muncie. These charters entitle graduates of high schools to enter the State University upon their diploma, without further examination.

Some of the Indianapolis papers got hold of Charles Francis Adams' address on the School system of Quincy, Mass., and with great flourish, in double leaded editorials, announced a new departure in education which had just been hit upon in the state of Massachusetts, which "needs no eulogy," but is ever foremost in adapting whatever is valuable in educational and other reforms. This won derful educational discovery was bowed to sweep over the country and revolutionize the whole science and practice of pedagogics. In the course of a few days it began to dawn up in the consciousness of our enlightened journalists that the methods of instruction so lauded had been in practice under their noses right here in the city of Indianapolis for at least ten years. They then began, very differently however, to request somebody, in the language of Doggerel, to write them down an ass. But as bad and as mortifying as was their humiliation, their shame was swallowed up in the proud thought that the city of concentric circles was the author and promulgator of an educational reform, and that proud old Massachusetts was fain to sit at the feet of Indiana and learn the art of teaching the young idea how to shoot. It was learned that the Supt. of the Quincy schools once obtained some copies of the Manual of instruction used in this city. This of course explained the whole secret. Indianapolis and not Quincy was to be recognized as the origin and center of the movement which "is to signalize a new era in educational reform." It is to be hoped that when the benighted villages of Chicago, St. Louis, Cleveland, Aurora, etc., etc., which are doubtless paddling along in the old mechanical ways, shall wake up to a sense of their wretchedly unphilosophical methods, they will come to Indianapolis and see how the thing ought to be done.

ILLINOIS.—The Southern Illinois Normal University has a very satisfactory opening this autumn. Since September 8, students have been arriving till now they exceed the capacity of the buildings. The number who have engaged to teach hereafter is larger than ever. About one hundred and eight have been appointed and have come to prepare themselves for the newer and better mode of teaching. The professors have improved their vacations to gather many specimens of minerals, birds, curiosites, etc. Lake Superior and California are the largest contributors, and the principal and Professor Parkinson are the most diligent collectors for this year. The Museum cases are already too much crowded, and more are planned. The graduating class of this year promises to be large, and is certainly more carefully disciplined and will have a larger culture than any previous one. A few of the irresponsible citizens started a very unjust attack on the management of this institution during the last summer which, to say the most of it, has not prevented a very considerable increase of the number of students and has certainly not disheartened its friends. The school is in a section not devoted to education, and has not had a community of learned and education loving families, from which to draw support. But numbers have already been attracted to it and it surely is growing in population. The library will soon be increased by many valuable volumes, and every facility for making a school for training teachers, and a rallying point for educators will be afforded the public. In reference to the public schools of this section it is proper to say that the "Red Town" school in Jackson County, which has been in a state of nearly all the families, is now the Superintendent of public schools in Carbondale, and is making these ascend in scholarship and accurate attention to honest business.—Sub­scriber.

Porcia.—The schools resume business again this week, the scarlet fever scare having abated. The approaching election of school inspectors is preceded by the squeal over small matters which is usual in all cities at such times. It is not likely, however, that any special general interest will be excited in the matter.

Ford County.—Mr. Armstrong is not to fill the remainder of the county superintendent's term without opposition. Miss Mollie Sheffer, a teacher in the Paxton schools, has been nominated by the Greenback party, and Mr. J. O. Hughes, who is not a teacher, has been placed on the Democratic ticket. Favorable reports come to us of the country schools of the county, and of the graded schools of Gibson City, Piper City, and Paxton, under the charge respectively of Prof. Wetzell, Coomes, and McMan. Prof. C. M. Taylor, who last year superintended Paxton schools, now conducts a private school at the same town, and as an attendance of more than one hundred pupils.

Highland.—The public schools are under the direction of Mr. Theo. Adelmann. Several changes in the management of schools and school premises have been inaugurated the present term. "All of our teachers take some educational journal, the WEEKLY being a regular visitor to several of us." John P. Yoder, of Danvers, is faithfully doing his work as principal of schools at that place. He recently delivered a lecture to an audience of his patrons, on the subject of Mental Culture, Prof. Cutler, of Tiskilwa, recently lectured to his people on a kindred subject. The teacher does well to have such face to face meetings with his constituents.

Messrs. Cook and Stevens, of Morris, are taking the responsibility of furnishing a course of lectures to their community. Their first was a success and we hope the same good fortune for those that follow.

The Philadelphia Society at Normal is making arrangements for a winter course. The Adelphi Society of Knox College will revive the Knox Student and publish it during the coming year.

Dr. Gregory and wife, of the Illinois Industrial, are now probably on the Atlantic en route for Champaign where they are expected to arrive about Nov. 1.

Miss C. E. Pratt, formerly a teacher in the Illinois College of Music, at Galesburg, has accepted a position in Berlin, Germany. McHenry Co. is to have a week's institute, beginning on the 1st inst. Among the announcements are lectures by State Superintendent Slade and President Hewett.

The Herald of Monticello says, "The schools of this city are moving along quietly and well." We are glad to see such remarks by an editor who knows a good school and is not given to bandless babulation.

The Motive Review of the 11th inst. has a criticism of Chas. Francis Adams' school report, which was evidently written by some one who under stands school business.

The first meeting this year of the Cook County Teachers' Association was held Oct. 11, with the president, Prof. J. B. Farnsworth, principal of the Maplewood school, in the chair. The attendance was unusually large, and among those present were: Principal D. S. Wentworth, of the Normal school, J. Russell Wright of Benton Harbor, author of the well known system of word-method teaching; A. G. Lane, county superintendent of schools; principals of nearly all the leading schools of the county and many of the subordinate...
teachers. The most important exercise was a lesson on primary methods in numbers by a class in the hands of Miss Mary A. Lewis, of the Oak Park schools. Miss Lulu Voodle, principal of one of the Lake View schools, gave an interesting outline of language lesson for primary schools.

IOWA.—There are 312 pupils in the Davenport high school. There is a school population of 618,026. The amount expended last year for school purposes was $5,197,426.

The Marshalltown Times wants the citizens of that town to organize the free public library.

The Iowa Academy of Natural Science held its yearly meeting at Iowa City week before last.

The Decorah public schools enrolled 625 pupils for the month of September.

Mr. W. C. Coffeen is the principal in charge.

The Brooklyn schools enrolled 351 pupils last month. There were 117 cases of tardiness. Mr. F. H. Bruberry is principal.

The Davenport high school children are to have an opportunity to study Greek.

The election is over, and some excellent county superintendents are defeated. Then, too, we know of some poor ones that are sailing placidly up Salt River. It was ever thus.

The Henry county teachers are trying to raise $500 to establish a teachers' library.

The Belleville Leader contains a well-conducted educational department, under the charge of the Belleville Teachers' Association.

Miss Edna Tollman is the Lyons electioneering and reader. The newspapers complain her voice is too soft.

We are sorry to learn that Prof. W. M. Colby has been defeated for county superintendent in Pottawattamie county. For ten years prior to the war Prof. C. was engaged in school work in Wisconsin. He served through the war and his military record is a good one.

When peace came he was appointed Superintendent of Public Instruction in Arkansas by the government, which position he held nearly five years. Subsequently he was superintendent of the Ft. Smith, Ark., schools. Since then he has been connected with the schools of Iowa, at Victor and Avoca. He has charge of the latter school's now.

An exchange says that he is one of the very best educators in Western Iowa. As an organizer of schools he has no superior anywhere.

WISCONSIN.—Sept. Mahoney, of Kenosha county, is waking up the town clerks and through them the district officers in his county concerning their reports. He is showing up the errors of these civic officers in a way to bring about a local civil service reform. He says he will have correct reports or none.

The Milwaukee teachers have formed an association with F. Donnelly as President and D. C. Leasing as Secretary.

Miss N. Lang, at one time a teacher in the Whitewater Normal, and late assistant in the high school at Janesville, is home from a year's sojourn abroad. She intends to rest awhile at her home in East Troy, but some lucky school board is sure to find her out soon and then there will be no more rest for her.

The second district of Milwaukee county schooled 1,792 children the past year at a total cost of $3,350,010, a little less than three-fifths of which was paid for teachers' wages.

The Waukesha board of education at a recent meeting annexed a night-school to one of the ward-schools, and voted to pay the teacher, Mr. J. Turner, $15 per month, and an assistant (if needed) $10 per month. What city board will be first to follow this most excellent example?

There is a sort of unconscious lack of information about that reply that leads us to inquire how long a man should teach school before he ought to be deemed disqualified for voting. Where in the Constitution of the United States, or of any state, is the passage which makes the family the "political unit"? And if the family is the political unit, why do some families contain several voters, others none, and why are there voters without families? And if knowledge has anything to do with voting, how is it not found that therefore knowledge should have nothing to do with it; and by what syllogism can it be made to satisfactorily appear, that Miss Huford should be politically inferior to a male African not possessed of a solitary one of "the letters Caesar gave?"—Baraboo Republic.

There is a sort of unconscious lack of information about that reply that leads us to inquire how long a man should edit a newspaper before he ought to be supposed to know that the fact here referred to is older than any constitution; that manhood suffrage is a result of the differentiation above referred to, that facts are not amenable to logic; that questions of "have been" and "ought to be" do not belong to the same realm of thought, and that everybody knows that the easiest way to dodge a knotty question is by means of interrogations points.

The institutes are ended and the four "regular constructors" will resume their class-work in their respective schools. While the institute work is admittedly of the utmost value, this double-headed system of doing it has serious drawbacks which by and by will insist upon attention. What is gain for the institute pupils is loss for the Normal school pupils, and sometimes the balance sheet will be demanded.

MICHIGAN.—A new departure in schooling is about to take place at Port Huron. What is known as "The Somerville school," will be established with a design of teaching literature, music, needle-work, art, physical culture, and culinary operations. The preparatory department will open on the 29th of this month, and the collegiate year will begin September 1, 1880. Mrs. Caroline F. Ballentine, of Port Huron, and Miss Carina B. Campbell, of Monroe, will be the chief persons in authority. The prospectus sets forth that the institute is to be non-sectarian; that its aim is, "symmetrical development," and comprehensively sums up its claims upon the public as follows: This school designs to offer all its students the best opportunities for the acquirement of those branches of practical knowledge which shall fit them in every way for a life of usefulness, and to create an atmosphere in which a thirst for knowledge and a desire to come into the complete possession of one's true manhood shall be the prevailing elements. In short, to secure to each pupil who faithfully fulfills the conditions necessary to the final graduation, general literary culture, and available mental, social, and domestic discipline.

A. D. Meets, formerly principal of the school at Clio, Genesee county, has accepted a similar position at Petoskey.

S. C. Stacy of the Tecumseh Herald has prepared and published a full set of blanks suitable for the use of school officers in Michigan, which are very convenient.

A. E. and Miss Martha Ball, son and daughter of Dr. A. R. Ball of Corunna, have gone to take charge of the union school at Holt, Ingham county, as principal and assistant.—Lansing Republican.

The citizens of Lansing voted $14,481.80 for school expenses.

There are students in the Michigan University from Japan, Burma, and the Sandwich Islands.

About 75 men and boys attend the Grand Rapids night school.

Albion College now has some nice lizards, boa constrictors, monkeys, etc.

They were brought from South America by Prof. Fall.

The school census for the city of Saginaw for the school year ending September 1879, shows there were 2,845 children between the ages of 5 and 20 years, the whole number attending school during the year are reported at 1,667, of which number 25 were non-residents, and 1027 days of school were held. There were 31 qualified teachers employed, 5 male, and 26 female, at an expense for salaries of $14,006. There are three brick and three frame schoolhouses in the district, with a seating capacity of 1,586, and valued at $100,000. The district library contains 2,575 volumes. In addition to the public school there are three private or select schools with an aggregate attendance of 300 scholars. The total indebtedness of the district, Sept. 1, 1879, was $10,500.

The school census for East Saginaw for the school year embraced between the third Mondays of July, 1878 and 1879, shows 532 children between the ages of 5 and 20 years. The total number attending school during the year was 3,018, of which number 20 were non-residents. There were 196 school days in the year. There were 56 qualified teachers employed, 7 male and 49 female, at an expense for salaries of $26,628. There are 7 brick and 3 frame school-houses in the district, with a seating capacity of 2,759, valued at $150,000. The district library contains 4,720 volumes. There are five private or select schools in the district with an aggregate attendance of 350. Total indebtedness of district, July 1, 1879, $8,000.

The two items above are taken from the Lansing Republican.

MINNESOTA.—The current school fund has been distributed by State Superintendent Bart at the rate of $1.09 for each student in the public schools of the state. The sale of school lands makes this the largest apportionment ever made.
MISCELLANEOUS NEWS AND NOTES.

The illness of Miss Sarah Smith, of Elgin, Ill., is charged to the character of the pen known as the Southwest school building.

There are over 100 students at the Kansas Normal School, at Emporia. There is every prospect of success for the institution, with such a worker as Prof. Welch at the head of it.

The Globe Democrat of St. Louis calls aloud for the simplification of the course of study in the St. Louis public schools. There is no educational man in the United States, or perhaps in the world, superior to W. T. Harris, but even Mr. Harris should not kick against the pricks.

There is only one country in the world in which there are no illiterate people; it is the Sandwich Islands. The population of the islands is 58,000. They have 11 high educational institutions, 160 middle public schools, and 43 private schools. The public instruction is under the supervision of a committee appointed by the king, and composed of five members, who serve without remuneration; the committee appoint a general inspector and a number of sub-inspectors. The government takes care that every person shall be able at least to read and write, and pursues energetically all parents who neglect to send their children to school.

By way of contrasting the sums expended for the suppression of crime and the education of children, the report just published of the Commissioner of Education, which it must be remembered is for 1876-77, gives the expenditure per capita of population on schools and police in a number of cities. San Francisco and St. Louis make the best showing, the first having a police expenditure per capita of 85 cents and educational of $3.18, and St. Louis returning 92 cents for police and $2.01 for schools. Boston spends $1.43 on police and $5.70 for educational purposes; New Haven, police $1.33, schools $5.61. In New York the per capita expenditure for both purposes is nearly the same—$3.74 for police, $2.76 for schools. In Springfield the city reports show that the per capita expenditure for police in 1878 was 75 cents, and for schools, $2.68, a better return than any town mentioned by the commissioner of education except San Francisco.

It is a humiliating confession to make—that geography is pitiless and our national vain-glory must bow to its decrees—that for four hours in twenty-four the entire territory of the United States is deprived of sunshine. As the sun goes down on our farthest Aleutian island its morning rays are just lighting up the hill tops of the western coast of Ireland, and the whole breadth of the Atlantic lies between us and the sunlight. To our Fenian citizens this may be another and cogent reason for Annexing the dear little isle of the harp and the shamrock, but until it is the exultant cry of the Rocky Mountain Presbyterians, that the sun never sets in the United States, must be a little exaggerated. It does set every day, and, paradoxically, four hours before it rises. In the depth of our humiliation we may possibly console ourselves with the reflection that the sun really shines on the United States when it is up. We have to submit to four hours of sunlessness a day; England is lucky to get four hours of sunshine. So life has its compensations, and existence in the United States is tolerable, though we do not—geographically speaking—make quite so a great speech as we thought—Exchange.

The sensation of the week at Kenosha, Wis., in a quiet way, has been furnished by the public school functionaries. In order to secure more careful grading of the schools, the board of education ordered the principal to personally superintend the matter and make such changes as he thought best. He did so with a thoroughness that caused the wall of the infant to be heard in the land. There were complaints and protests and interviews, which culminated in the resignation of one of the leading teachers in the Durkee schools and in threatening from some of the others. But, strange to relate, the school board were unterrified by threats and unoffended by sights. They accepted it all, calmly, and will accept any more that may be tendered. The fact has gone forth that the principal shall be obeyed. Whatever the merits of the changes complained of in this case may be, the community is so well educated as to be congratulated upon having a board and principal with manliness enough to do their duty and back up their orders. It has also awakened public interest in the schools to such an extent that during the past week the schools have been visited by a committee of the board and by parents. Anything which will arouse interest in the schools is a blessing.—Cor. Chicago Times.

An interesting and profitable educational conference at which was evolved the "Society for Investigating and Promoting the Science of Teaching," was held at Thousand Island Park, in the St. Lawrence River, last August, at which many distinguished educators of the United States and Canada were present. Three classes of persons are eligible for membership in this society: 1. Persons employed to instruct teachers in professional schools. 2. Superintendents, commissioners, and other officers whose main work is inspecting schools and licensing teachers. 3. Persons who, by authorship, by public addresses, or by eminent success as educators, have given proof of their interest in the science of teaching. The fee for initiation is $50, with an annual fee of $10. The first meeting of the society will be held at the Thousand Island Park, during the third week in August, 1880. The following are the officers of the society: President, Principal J. H. Hoose, Ph. D., of Cortland Normal School; Recording Secretary, J. H. McFaul, Model School Master, Lindsay, Ont.; Corresponding Secretary and Treasurer, Prof. S. P. Robins, Inspector of Schools in Montreal, Executive Committee—Principal M. McVicar of Potomac Normal School, Chairman; James Huges, Inspector of Schools in Toronto, and editor of the Canada Journal; Principal D. McVicar, of the Presbyterian College, Montreal. Finance Committee—Prof. T. B. Stowell, of Cortland Normal School; Prof. C. A. Babcock, of Frentonia Normal school; Prof. W. Mann, Potomac Normal School. Committee on Membership—Thomas Hunter, Ph. D., of New York Normal College; C. W. Bardeen, editor of the School Bulletin, and Inspector James Hughes, Toronto.

At the last regular meeting of the New York board of education the voting for superintendent was as follows: Present, 22; absent, 1; necessary to a choice, 11. First ballot—Kiddle 7; Harrison, 3; Babcock, 1; Jeliffe, 2; Hunter, 7. No choice. Second, third, and fourth ballots, Kiddle, 6; Harrison, 4; Hunter, 7. After some discussion the board went into secret session, and after an hour opened the doors to announce the following result: Kiddle, 3; Hunter, 1; Harrison, 4; Blank, 2; John Jasper Jr. 1.

Mr. Jasper's election is for two years. The result is unsatisfactory to everybody, including Mr. Jasper, who modestly retired from the ante-room when his name was mentioned. The meeting was attended by a large number of assistant superintendents, principals, and teachers. This was as it should be. We hope to see the teachers of this city attend the board meetings. Why should they not? Who are more interested in the proceedings? Moreover, the interesting part of the proceedings, the spirit of the meeting, never appears in the official or newspaper report. The Weekly was at the last meeting of the Chicago board, and a more dignified and polite collection, of gentlemen it never had the pleasure of observing, although Mr. Richberg did seem a little subdued, and Mr. Doty appeared just a trifle oppressed; in fact, he would be hardly recognized by those who only see him steaming through the schools. By the way, Mr. Doty did not get many votes for the New York superintendency, notwithstanding that his backer here gave broad hints of a call in that direction early in the summer.

GOOD POINTS OF THE GERMAN COMMON SCHOOL.

The rapid progress which the children make in school hours justifies the government in shortening the school day. The primary schools open at seven in the morning. They are dismissed for the day half an hour after the American child begins his studies. The older the class, the more hours are required, until for the very oldest the number of hours in the school day is about equal to our own. But where the day shortens, the term lengthens. Two and a half hours of daily study will hurt no common child of seven years, which is the minimum age for admission, though he keep it at the year round. Consequently the primaries have but a few weeks' vacation, two, if we remember rightly, in the whole year, and that is not for their own sake, but for the sake of their teachers. The older the scholars, the longer the school days and the longer the vacation which reaches its utmost length with university students.

The reach of the pupils' attainments testifies to the soundness of the management. A German common school has about as high a grade as an American high school. The recitations showed mastery of the subject. The scholars were all under sixteen, but in addition to all that our common schools teach, knew the rudiments of two languages besides their mother tongue, English and French. They were proficient in algebra and geometry and the elements of chemistry. The latter science turned them into enthusiasts. One boy actually got on the top of his desk to see the experiment, and when an American was still more wonderful, was not scolded for it, but called to order with the rest of his classmates after the interesting phase of the experiment had passed.

A system which educates its pupils so highly justifies itself by success. Its leading features seem to be these: care not to overtax the children; short school days; easy positions on the seats, and an atmosphere of freedom so
that the mind works easily in harness; short vacations for young scholars, to avoid that mental backstitching by which half that is learned in a term is forgotten in a long vacation; an economical use of every moment of school hours, so that while the child is in school he is instructed and not left to himself; and teaching, wherever possible, not from books but from the teacher's own knowledge. To such an extent is this carried that though every one else must pay his fee, children in the company of a teacher enter free botanical gardens, museums of natural history, and scientific collections; the teachers making use of these to instruct their pupils by the eye. — Good Company, Number One.

HOW OLD IS THE WORLD?

GEOLOGISTS, astronomers, and physiologists alike have hitherto been baffled in their attempts to set up any satisfactory kind of chronometer which will approximately measure geological time, and thus give some clue to the antiquity of our globe. It is therefore worth noting that Mr. Mellard Reade of Liverpool, has lately contributed to the Royal Society a very suggestive paper, in which he endeavors to grapple with the question by employing the limestone rocks of the earth's crust as an index of geological time. Limestones have been in course of formation from the earliest known geological periods, but it would appear that the later found strata are more calcareous than the earlier, so that there has in fact been a gradually progressive increase of calcareous matter. The very extensive deposition of carbonate of lime over wide areas of the ocean-bottom at the present day is sufficiently attested by the recent soundings of the "Challenger." According to the author's estimate, the sedimentary crust of the earth is at least one mile in average actual thickness, of which probably one-tenth consists of calcareous matter. In seeking the origin of this calcareous matter, it is assumed that the primitive rocks of the original crust were of the nature of gigantic or basaltic rocks. By the disintegration of such rocks, calcareous and other sedimentary deposits have been formed. The amount of lime salts in waters which drain districts must be compared with basalts is found, by a comparison of analyses, to be on the average about 3.73 parts in 100,000 parts of water. It is further assumed that the excessed areas of igneous rocks, taking an average throughout all geological time, will bear to the exposures of sedimentary rocks a ratio of about one to nine. From these and other data Mr. Reade concludes that the elimination of the calcareous matter now found in all the strata must have occurred at least 600,000,000 of years. This, therefore, represents the minimum age of the world. The author infers that the formation of the Laurentian, Cambrian, and Silurian strata must have occupied about 200,000,000 of years; the old red sandstone, the carboniferous, and the pisolitic systems, another 200,000,000; and all the other strata, the remaining 200,000,000. Mr. Reade is, therefore, led to believe that geological time has been enormously in excess of the limits urged by certain physiologists; that it has been ample to allow for all the changes which, on the hypothesis of evolution, have occurred in the organic world. — London (Eng.) Academy.

SPELLING REFORMERS.

In these days it would seem that, if an innovation is not carried suddenly and by acclamation, it runs a great risk of not being adopted at all. Several schemes will occur to every one as having lost all chance of ultimate success from having wearied the public ear too long in their embryonic state. Among such abortive proposals, that for a radical reform of English spelling seems to be the place for which, in our opinion, it has long been preparing by the pedantry of its prime movers and the narrow utilitarianism of its method. Mr. Primrose, in his Grundrisse, declares it is "a hopeless, a vain, and a confused" venture. Mr. Ellis, in his "Handbook of Phonetics," says it is "an innovation that ought not to be attempted." But there are still many of his system; and it has been ample to allow for all the changes which, on the hypothesis of evolution, have occurred in the organic world. — London (Eng.) Academy.

DO NOT FACE THE LIGHT WHEN AT WORK.

STATISTICS kept by oculists employed in infirmaries for eye diseases have shown that a habit of some persons in facing a window from which the light falls directly in the eyes as well as on the work, injures their eyes in the end. The best way is to work with a side light, or, if the work needs strong illumination so that it is necessary to have the working table before the window, the lower portion of the latter should be covered with a screen, or to have a top light alone, which does not shine in the eyes when the head is slightly bent over and downward toward the work. In the schools in Germany this matter has already been attended to, and the rule adopted to have all the seats and tables so arranged that the pupils never face the windows, but only have the side lights from the left; and a light simultaneously thrown from two sides gives an interference of shadows, it has been strictly forbidden to build school rooms with windows on both sides, such illumination having also proved injurious to the eyes of the pupils. We may add to this the advice not to place the lamp in front of you when at work in the writing, but a little on one side; and never to neglect the use of a shade, so as to prevent the strong light shining in the eyes. This is especially to be considered at the present time, when keroseene lamps, with their intensely luminous flames, become more and more common. — Medical Journal.

To the Editors of the Weekly:

Under your editorial sanction you have copied the opinions of "a writer in the Nineteenth Century" against "impositions" in school. I agree that "giving a word to copy several hundred times is a disagreeing task." But is there not a golden mean? On a certain first day of school forty out of forty-two scholars reported having whispered during the day. The delinquents were detained after school to write the word "whisper" seventy-five times before being dismissed. The next day but four had whispered during the day and they continued to improve until the close of the term.

Such punishment may be called a "sickening substitute for corporal punishment" but I doubt if any one can point to better results with any other plan of punishment. I used no system of rewards, but sent home monthly reports (as is an unusual thing in rural districts of Ohio.)

The plan was new to the pupils, but they did not seem "to be disgusted with their teacher." Respectfully yours,

[Signature]

TAMM, MONTGOMERY CO., Oct. 13, 1879.

"What is your name?" asked a teacher of a boy. "My name is Jule," was the reply; whereupon the teacher impressively said, "You should have said, 'Julius, sir.' And now, my lad," turning to another boy, "what is your name?" "Billius, sir."
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