The Educational Weekly

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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.

Our readers will observe a marked enlargement of the Weekly with this issue. This enlargement has long been anticipated, but never before practicable. The paper is now one-fourth larger than ever before; except in special issues. The publishers hope that the recent increase—both in subscriptions and advertising patronage, will enable them to make this enlargement a permanent thing. The Weekly seems to have been caught in the "boom," and is going ahead as never before. Old subscribers are renewing more generally; they feel as though they had lost something if they permit their paper to stop coming, and advertisers continue to demand additional space in our columns. This is all very well; we like it. We want more of it.

And now while we are about it, it is a good time to say that with the first of January still further improvements will be made in the paper. With the increased space for reading matter, we hope to add new features of interest. We are aiming "to make the Weekly at the same time more practical, for the use of the teacher, and also more literary, for the general reader. Look out for a fine large number during the Holidays, embodying all the new features. Meantime let renewals and new subscriptions continue to come. Each new subscription, if not sent on account of premiums, will extend to Jan. 1, 1881, if paid in advance.

It is now time for winter rules and regulations in regard to heating and ventilation. These rules are few and simple: 1. Keep the room warm but not too warm; 2. Keep the air in the room as pure as the proper warmth of the room will allow; 3. If warmth or purity of air must be sacrificed, preserve the warmth temporarily at the expense of purity, but plan for a re-appointment of purity at the earliest practicable moment; 4. If the room becomes too warm imperceptibly, do not throw all the windows open and let in upon the heads of the children gushing volumes of cold air; open one or two windows, from the top and not on the windward side, and only four to six inches; or better, keep the windows so during the session; 5. When possible, change the air while the children are out of the building; 6. If you have a penny-wise and pound-foolish Master-Janitor, who drives the children around the city to watch for an open window in order to scold teachers for heating "all out-doors" and thus wasting fuel, but orders them instead to bottle up the impurities, petition the board to have him dismissed instantly, especially if he had plotted to crowd in a weak and vacillating superintendent whom by right of creation and accommodation he lords it over and owns.

In the great majority of graded schools the discipline is too good. The principal is too often a solemn owl, who seldom opens his mouth lest he put his foot in it. A grave-yard sobriety pervades the institution to such a degree that one can scarcely credit that the sun is shining, or that the smell which offends his nostrils is not the odor of the charnel-house. A school should be orderly; it should also be natural. This sepulchral gloom and solemn silence is not the result of cruelty but of mystery. The principal goes around like a ghost, and the teachers, in an affected depth of tone that would astonish the grave-digger in Hamlet, conduct the recitations like so many disembodied spirits on the wrong side of the river Styx, debating whether they had better dive off a spring-board into the river Lethe, or essay to "tread water" in the river Anachron.

Of course the opposite extreme, of garrulity and fussiness, is equally objectionable. But why can not teachers be themselves—be natural? Is it because so many of them are dull? Is the armor of dignity, mystery, and solemnity needed to conceal the skeleton of inefficiency, the artificially electrified cadaver of imbecility, or the stiff-jointed automatism of mechanical methods in the poorly articulated teachers?

The evils of this super-suppression are apparent on the children's way to and from school. The compressed spirits must needs effervescence, and the community at large get the benefit of the frightful good order of the school-room. If it were not that the American people adore the public-school system, they would long since have combined in a prayer for a visitation of Elisha's she-bears, for the abatement of the nuisance of our school-dismissedurchins, who respect not the bald head of the prophet or the eye-glass of the philosopher, to say nothing of the people who can claim only the distinction of being merely adult citizens of the United States. Talk about

"The playful children just let loose from school".

When Goldsmith wrote that line he little knew what the term would imply in the model republic of North America. It is vain for Charles Francis Adams, Jr., or any other man, to talk about a new departure in education until there is less repression of our young irrepressibles in the school house and more suppression of them out of it.

A good plan to awaken attention in the lower classes is to have children when they become listless spell as rapidly as they can; to spell words slowly backward; to observe a word written in the air; to tell numbers written in the same way. But when the attention to such an exercise lags it should be discontinued or varied for another.
MAKE HASTE SLOWLY.

We had the extreme felicity recently to listen to an educational reformer who discoursed among other things upon the proper mode of teaching reading. The speech as a whole will be reported next week—and it will be funny reading—but the direction given about reading should be demurred to at once, that it may do as little mischief as is possible.

The speaker made the hackneyed distinction between reading as a vocal art and reading as an intellectual exercise. No specific directions of a practical nature were given, but in a vague way two phenomenal readers— Rufus Choate and Horace Greeley—were instances as capable of taking in sentences, paragraphs, and pages at a glance, and devouring the columns of a newspaper to the time and tune of an orchestra leader's baton; executing double measure, down, up; down, up? with the accent, as with the teacher's ferule, always on the down beat. Though nothing definite or tangible was stated, the impression left upon the aching auditors was that teachers should cultivate this art of bird's eye reading, and teach their pupils to do the same in order to be saved from the officiousness of officials who make a pretense of earning their salaries by promulgating impracticable doctrines of pedagogy that militate against the natural development of mind. And above all measures teachers should study and practice how to make haste slowly.

It may be tiresome to our readers to note that we are always whacking at this one man whose worst fault is that he is doubly out of place—out of place in his profession and out of place in the city in which he practices it. But what else can we do? We have still a magnificent school system to which our personal attachment amounts to a governing passion. Then how can we be expected to look passively on while a blundering intruder, a transparent fraud, imported by intrigue through motives of base yet baseless malice, merely to make a show of doing something to justify his drawing pay, plays ball in its china-shop? Imported to supersede a correct and practical man, he feels obliged to cross-plow the ground to cover up that man's tracks, even though the crop filling in the ear be wasted in the operation. How can we help scourging a man that is always wrong, and who from an educational standpoint, could not even blunder into the right without a miraculous transformation?

To this order we take exception. Against such methods we caution teachers with all the earnestness of practical knowledge, and more than religious conviction. Horace Greeley and Rufus Choate are no more models for our school children in their habits of reading than in their respective styles of chirography. We cannot answer for Rufus Choate, but Horace Greeley's habit of reading exchanges can be easily understood by anybody that has had any experience in journalism. An editor's method of reading "patent insides" is not the proper model to present to an institute of teachers to apply in their several school-rooms. The very improvements cited as an argument in favor of this bolting of printed matter have their own appliances. The voluminous newspaper has its editorial condensation and, copious and expressive head lines. Besides, it is not the business of the school to train children to read newspapers, but to direct them how to acquire knowledge. The need of knowledge is the raison d'être of the school teaching profession; the acquiring of a knack is the work of the mere mechanic.

To the end that children acquire knowledge they should be taught to read slowly, not urged on to read more rapidly. The eye or ear is faster in its operations than the mind. That the mind may be allowed to make any use of the matter read the eye must be deliberate; if the reading is vocal, the delivery should be deliberate, for the sake of distinctness, intelligibility, and subjective apprehension. Better dwell on every syllable, better ponder on every letter, than rush pell-mell over valuable matter. One who intends to be well informed should read with his mind for ten years, after which period he can read with his eyes in the hop-step-and-leap fashion, indicated by our foolish philosophers. If any further argument were needed against this slap-dash theory of reading, the mental habits and capacity of the party advocating it would be final. Where there is a blind rush of reading there will be blindness and scattering of thought whose gaseous composition will be apparent upon the pinching of the puff ball.

Whatever Charles Francis Adams Jr. may say of the schools of New England, the fact is that such has been the improvement in the common schools of the Northwest during the past fifteen or twenty years that they need most now is to be let alone, to be saved from the officiousness of officials who make a pretense of earning their salaries by promulgating impracticable doctrines of pedagogy that militate against the natural development of mind. And above all measures teachers should study and practice how to make haste slowly.

The readers of the WEEKLY do not need an introduction to Dr. Zur Brücke, Director of Chicago School of Modern Languages, and Superintendent of German Instruction in the Public Schools of Hyde Park, Chicago: S. C. Griggs & Co. 1879. pp. 252. $1.25.

The method so successfully followed by our author is one which has been a favorite with him for twenty-five years or more, notwithstanding it is heralded, in substantially the same outline, by later arrivals in the East as a "new method."

For those who wish to study or teach the German language without the tedious accompaniment of the grammar, there is no better aid than these two little books. They are never tiresome, never difficult. One goes forward almost unconsciously in his advancement, till he is surprised to find himself both reading and speaking German in a familiar and easy diction, as nearly accurate as if regulated and restricted by the rigid rules of grammar.

The books can be used without an instructor; each one is its own teacher, and a model one, too, in clearness, and in the thoroughness and careful gradation of its lessons. If you are in a hurry to learn German, and want to get it all from one book, get this Part II. of Zur Brücke's excellent and common-sense method.


The author of this little treatise is Professor of Latin in the University of Missouri. For his careful discussion of the subject teachers and students of the language are placed under obligations to him. And yet it is scarcely a treatise, or a discussion, so much as an argument in favor of the one pronunciation which finds most favor in the eyes of the author—the English.

The title of the book implies that there are only three, or at
least three recognized pronunciations of the Latin language, 
"English," "Continental," and "Roman." What the so-called 
"Continental" pronunciation is, it would be difficult to deter-
mine, as the custom on the Continent varies as widely as the lan-
guages there spoken. In fact the English method, so-called, is 
nothing but our variety of the Continental. The question is, 
shall we pronounce Latin according to our rules of pronun-
ciation, or endeavor to approximate the pronunciation of Cesar 
and Cicero? It is the same question in Germany, and France, 
and everywhere; consequently there are and can be but two 
methods, though as many different practices as dialects.

Prof. Fisher aims to give twelve reasons why the English 
method is to be preferred of the three pronunciations recognized. 
Three of these may be called positive reasons and nine negative. 

Positive.—1. It leads most directly to a vigorous and thorough 
use of our mother tongue. 2. It leads to accuracy in pronounc-
ing English. 3. It assists in arriving at a correct pronunciation 
of Greek and Latin proper names by aid of the dictionary. The 
negative reasons have more to do with objections to the Roman 
method than arguments for the English. It is not our design 
to analyze the arguments. We will simply say that we are unable 
to see the force of the first point taken, that pronouncing Latin 
according to the English method tends to "a more vigorous and 
through use of our mother tongue." We have read the 
argument carefully, and are compelled to conclude that the basis 
of the author's statement is more imaginary than real.

The second point seems based upon an absurdity. If you 
wish to learn how to pronounce English accurately, pronounce 
Latin as though it were English! To illustrate: The dictionary 
tells you how to pronounce a Latin derivative; if you can't do 
it, pronounce the Latin primitive as though it were English, and 
you have it!

As to the pronunciation of Greek and Latin proper names, 
we do not think the pronunciation of any foreign language ac-
cording to English rules will afford us any aid; nor do we think 
that a correct pronunciation of French, German, Italian, or 
Latin, however different from English, will interfere in the 
least with our correct pronunciation of any word Anglicized from 
those languages. We may be able to say both Sisera and 
Keecher according to the circumstances of the case, and neither pronunciation be the less perfect because of our familiarity with the 
other. It seems scarcely credible that a teacher capable of the 
discrimination shown in many parts of this little book should 
suppose it necessary or proper to retain the Roman pronunciation 
of words when introduced into an English sentence, and yet considerable of his space is devoted to showing up the absurdity 
of such a practice.

There are arguments many and unanswerable in favor of a 
uniform pronunciation of Latin, and in favor of that pronounce-
tion now usually designated as the Roman. These arguments 
have been ably set forth by scholars and linguistis of England 
and America, and they have influenced the majority of the lead-
ing colleges of this country and England to adopt that pronunciation.

While we think Professor Fisher's essay fails to establish satis-
factory reasons for the use of the English method, or to contro-
vert the arguments previously announced in favor of the Roman, 
we do not hesitate to say that it is a valuable contribution to the discussion now going on among linguistis, and should be read by 
every student and teacher of the ancient Greek and Roman tongues.

A Manual of English Literature. By Henry Morley. Thoroughly Revised, 
with an entire rearrangement of matter, and with numerous retracements 
Introduction price, 75 cents. 8 vo. 668 pp.
The product of the combined labors of two such representative 
scholars and writers as Morley and Tyler can be scarcely less 
than the most nearly perfect work of the kind ever produced. 
Morley wrote for the English people a full and detailed history of 
their language and literature. His "First Sketch," though 
modest in title, is nevertheless a work of over nine hundred 
closely-printed pages, and is probably the best book of the kind 
ever published in the English language. But its very fulness, 
particularly in its extended references to Italian, French, and 
Spanish literatures, its numerous incidental allusions—genealogi-
cal, domestic, local, and titular—render it illy adapted to the 
wants of the American student. Prof. Tyler has studiously 
 omitted all such unnecessary and bewildering matter, and has so 
sifted and arranged the essential parts of the work, grouping and 
classifying according to his own good taste, that the volume 
which originally perplexed the student will now be found one 
of intense and ever-increasing interest.

The arrangement of the matter into literary epochs, chapters, 
 etc., is wholly the work of Professor Tyler, and in this he has 
shown a clear and scholarly comprehension of the subject. The 
matter of the First Period—667 to 1066—is very full and de-
tailed, as the student usually finds fewer aids to his study of this 
period than to that of subsequent ones. There is probably no 
other work which presents so much new information respecting 
the origin of English literature, and which develops so fully the 
literary history of the seven centuries before Chaucer and the 
century and a half between Chaucer and the reign of Elizabeth.

This fulness of detail is gradually lessened as the sketch is car-
died down through the centuries, until, in the eighteenth and 
nineteenth centuries there is scarcely more than a good outline 
given—the student being left to gather details from libraries and 
periodicals.

It is evident that our American author has devoted a great 
amount of time and labor to the arrangement and adjustment of 
the matter contained in this volume, but it has been time and 
labor well spent. The result affords us the most satisfactory brief 
work on English literature to be found anywhere. The mechanical 
construction characteristic of most works of this kind, and 
which it might be expected would be more than ever apparent in 
this, has been skillfully concealed and avoided. There is just 
enough of outline, variation in type, and tabular representation 
to make the pages attractive and easily read. As a text-book or 
for the library, there is nothing superior to it.

By R. F. Leighton, Ph. D. New York: Clark & Maynard. 1879. 544 
pp. 12 mo. Introduction price, $1.10.

This is an American book. It is handsome in binding and 
typography. Its maps and illustrations are very abundant and 
finely executed. It is the latest, most complete, and far the best 
history of Rome now available for school use. It has been writ-
en in view of all the late discoveries and revelations in philology, 
inscriptions, excavations, etc., and its pages are brilliant with the 
vivid descriptions of the times, scenes, and events which have 
usually been described in the most formal and uninteresting style. 
To quote from the author's preface:

"An unusual amount of space for a book of this kind has been 
devoted to the study of the internal government, the inner life, 
the religion, manners, and customs, the influence of foreign con-
quests and foreign religions, the provincial system, the military
organization, military roads, etc. The space for this extra matter has been gained without enlarging the book so as to make it unserviceable for school use, by omitting details of battles and sieges and briefly indicating the results—a plan that was made possible, without detracting from the value of the book, by the use of engravings, plans, and maps."

It is seldom that a school history combines so many excellent features as this. Its author is a scholar, an experienced teacher, and a judicious writer. The numerous summaries, maps, engravings, and notes, all prepared with great care, and with a view to give the student just what is needed and no more, are a very valuable part of the book. Schools needing a first rate history of Rome to use will be sure to use this. It contains enough new matter—to be found in no other—to place it ahead of every other school text-book on the subject. It is not a compilation, but an original work. It is necessarily a compend, but it is by no means a dry compend. To illustrate, we quote a few passages:

**Religion.** "The ground-work of the religion of the Romans and Greeks was substantially the same. Both nations worshiped the powers of nature."

"Most other nations invested their gods with human passions, worked out a system of genealogy, but the Romans regarded their gods as spiritual beings. They told no myths or stories about their gods before their contact with Greeks."

"Their religion had little to do with spiritual life, with morality, right-doing, with the conscience. It simply demanded the right performance of certain services to the gods, and thus entitled the Roman to an equivalent—general protection and assistance."

**Labor.** "The rich could, with their retainers of slaves, produce at a cheaper rate than the small farmer, who, unable to compete with the system of farming on a large scale, gave up the contest, sold his lot of land, and swelled the impoverished crowd that was swarming over Italy."

**Meals.** "The Romans had three meals each day, a light breakfast, at noon a lunch, and toward evening came the dinner, which in the houses of the rich was very bounteous and consisted of three courses."

"The Romans reclined on couches which were placed on three sides of the room, leaving the fourth free to give the slaves [ waiters] access to the table."

**Marriage.** "The Romans had two forms of marriage: in one the woman passed entirely from the control of her father to that of her husband; in the other she did not so pass, but remained subject to her father's authority."

"In early times divorces were very rare, but as Rome began to decline they became easy and very common. The sanctity of the marriage tie was then but little regarded, and both men and women outdined each other in wanton indulgence."

**Children.** "In early times the father had almost unlimited control over the life and liberty of his children; in fact, they were regarded as property which the father could dispose of as he pleased."

"The mother had charge of the children's early education, and she carefully taught them to worship the gods, to be truthful and honest, to love their country and obey its laws, and, above all, to obey without questioning. The mother was also very careful in selecting attendants to take charge of her children, that they might not hear any improper or incorrect expression."


The maps show England and her Dependencies, 1878; Physical Geography of Great Britain in late Pleistocene Age; France During the French Wars; and Modern England.

The lectures number fifty-five. A good index closes the volume, The style of the writer is familiar, lacking elegance, but his statements have the air of historical accuracy sufficient to render the narrative interesting and readable. The narrative of events is given as a condensation of what had been more elaborately stated by other writers, particularly Green. The restating of these events has been done carefully and in a masterly manner. An attempt was made simply to give an outline of English history, and yet such an outline as should contain some inspiration and incentive to study on the part of the hearer or the reader. There is, therefore, just enough of quotation and reference to authorities to lead the student to a more general and thorough reading for himself.

**TALKS WITH PRIMARY TEACHERS.**

**II. LANGUAGE AND COMPOSITION.**

JULIA E. ORMISTON, Austin I11.

If one is required to teach both First and Second grades, is it expedient for her to take time for a recitation in Language? I think not. Yet under such circumstances she may accomplish much, if she feels the necessity for the effort.

Connect Language with Reading on the daily program, and, if possible, add five minutes to the time allotted to that subject. First gain a conversational acquaintance with the children. For this work, very little method can be dictated to another. Set lessons will not accomplish it, and as much can be done at odd times, (at recess, and whenever the teacher meets the children), as in school. Familiar conversations, if suggested by the lesson, are good. Lead the children to talk about the objects denoted by the new words in the Reading lessons.

As soon as the pupils are sufficiently acquainted to bear criticism, require them to use complete sentences in all their answers. This becomes a habit with the children only after the most persistent effort on the part of the teacher.

Add to the children's conversational vocabulary all the new words in the Reading lessons. During the first year they are unable to give definitions, but, if they know the use of the word, they can give what is better to them than a definition, a sentence containing the word. At first you cannot say to them "Give me a sentence containing the word stone," but you can say, "Tell or ask me something using the word stone." After a little drill they are able to give sentences each containing two words of the lesson, the teacher selecting the words.

To develop ease of expression require the pupils to give the story of the lesson in their own language. This will be very difficult at first. As a help to them the teacher may prepare four questions, the answers to which, given in order, make the story in brief. Require full answers. Tell them to notice the order of the questions while the teacher repeats. Then let the four pupils give their answers in order without the questions, and ask those others to listen and see if they do not tell the story. The method for getting the story, with some variation, may be used till they can give good, full answers containing more than one sentence, and till each child is able to remember the question, not requiring it to be repeated. Before the pupils can give the whole story without help, let one give all that he remembers, and the others supply what he has omitted.

For practice in questions, or "asking sentences," as the children call them, allow them to find out a story which is in the teacher's mind, by asking questions. The teacher should not answer a question till it is full and grammatical. Let the teacher tell just enough of the story each time to make it exciting. The children will soon see that direct questions give them only yes or no, and not much of the story. This is a pleasant exercise for Friday afternoon, taking the place of Reading.

One of the most difficult, as well as most important departments of the work connected with teaching this subject, is correcting the errors in language that the children have practiced before entering school. Such as "It is me," "Them Apples," "I haven't got nothing." Never allow them to pass uncorrected.
Ask the child to correct himself. If he is unable to do so, allow the other children to suggest the correction.

The work mentioned thus far has been entirely oral. Written language should also be taught during the first year, but not written composition. Teach the use of capital letters as they occur in the Reading lessons. With the first sentence placed upon the black board, call attention to the fact that the first word should begin with a capital letter, and at the close of the sentence there should be a period. Avoid the interrogatory sentence for a week or two, that the children may become accustomed to the period before learning the use of the question mark. The use of the apostrophe in possessives and in contractions should also be taught as it occurs in the Reading lessons. In spelling, oral as well as written, let the pupil be required to name in its place the capital, apostrophe, or hyphen.

PROF. E. P. WESTON.

THE readers of the WEEKLY will pardon the affection of a pupil for a teacher, and perhaps read a brief tribute of affectionate remembrance to the late Edward P. Weston, whose labors in his chosen field were so suddenly cut short by death, a few days since.

Forty years ago Mr. Weston came fresh from college to the charge of an academy at Lewiston Falls, Maine. With other lads, I sat under his instructions, receiving daily some fresh impulse toward a higher education. My classmates, more forward than I in some respects, passed into college in advance of me. Mr. Weston's thoroughness and helpfulness as a teacher soon gave me a start after an enforced absence from school which brought me to the close of the college course in company with my classmates of his first term. Being his sole pupil in some studies, I had a good opportunity to know his power as a teacher. His instruction was always concise and pertinent. He was a somewhat severe disciplinarian and a firm believer in prompt obedience. It may be inferred therefore that he did not win the love of all his pupils, but he did secure their respect, a respect which grew as in life's conflicts they learned the value of his training. His pupils were not exceptional boys, and we often tried his patience, but so imbued were we with his power, that at least one remembers an attempt at imitating some of his peculiarities, when he became himself a teacher.

Always energetic, his plans sometimes outran their possible accomplishment. Mr. Weston possessed a lively imagination, and during his college course, and since his graduation, some gems of poetry have appeared from his ready pen. In company with his friend Rev. J. B. L. Soule he edited an edition of the "Bowdoin Poets" which found quite a ready sale. As Principal of a Young Ladies' Seminary at Gorham, Me., as Editor for a time of an excellent family paper in Portland, Me., as Superintendent of the schools of his native state, as Principal of a Boys' School, as President of Ferry Hall, and later of Highland Hall, Mr. Weston has maintained his well deserved reputation in the educational field. All over the land there are hundreds who have felt his influence, and who will to-day grant him the memory of the heart.

There is a tenderness of relation between teacher and pupil, the strength of which appears at the time of its severance. If the life of the teacher has taken a firm hold upon the living of the pupil, the teacher "though dead yet speecheth." The voice of my old friend is dearer to-day than before, and I acknowledge in this feeble way, the debt of gratitude I owe to one whose faithfulness was my boyhood's inspiration, my manhood's help.

J. L. PICKARD.

Iowa City, Oct. 1879.

LITERARY NOTES.

—L. B. Fifield's paper, Literary Notes, published at Kearney, Neb., has recently been enlarged for the third time. The price is now $1.25 per year, of twenty issues. It is particularly new and educational, being "published especially in the interest of education in Nebraska." The first page contains good contributed articles, the remainder of the paper is made up of paragraphs and items.

—The last number of the American Antiquarian contains 88 pages. The following is the "table of contents": Antiquity of the Tobacco Pipe in Europe—Part I., by Edwin A. Barber; The Religion of the Clallam and Twana Indians, by Rev. M. Eells; The National Museum of Mexico and the Sacrificial Stones, by Ad. F. Bandelier; Perez' Mayan-Spanish Dictionary, by Albert S. Gatchet; The Sources of Information as to the Prehistoric Condition of America, by the Editor, S. D. Peet; On the Etymology of the Word Chichimecatl , by G. Bruhl, M. D.; Stone Tubes—Used in Smoking Tobacco, by M. C. Read; Correspondence—Burial Customs; Recent Discoveries—Elephant Pipe in Iowa, Inscribed Tablet in Kansas, Inscribed Tablet in Sterling, Ill., Inscribed Tablet in Ohio; Proceedings of Societies; Editorial—General Notes, Linguistic Notes, Archaeological Notes, Ethnological Notes, Bibliography; Editor's Book Table; Latest News. Published by Jameson & Morse, Chicago.

We quote the following from a sermon by Mr Beecher in the Christian Union: "There is no profession so exacting, none that breaks men down so early, as that of faithful teaching; and there is no economy so penurious, and no policy so intolerably mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest teachers must be had, and their pay must be reduced whenever a reduction of expenses is necessary. If salaries ever should be ample, it is in the profession of school-teaching. If there is one place where we ought to induce people to make their profession a life business, it is in the teaching of schools."

"Oh, those who are to be taught are nothing but children!—your children, my children, God's children, the sweetest and dearest and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated for teaching, and who are continually bribed, as it were, by the miserable wages that are given them to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American people, a disgrace to American Christianity."

The New England Journal of Education seems to be afraid of the Spelling Reform movement. In a late issue it spoke of its advocates as a "small but restless and energetic party which is agitating for an extreme radical reform of English spelling and speaking, the result of which, if successful, would be the subversion of the English Bible and of Shakespeare, and the substitution, to a very great extent, of a new tongue and a new typography."

—Supt. N. H. Schneck, of Cameron county, Pa., announces an institute of great promise to begin Monday, at Driftwood. Lectures are promised from Prof. H. S. Jones, Erie, Pa.; Rev. C. H. Fowler, D. D., editor of the Christian Advocate, New York; Prof. J. W. Shoemaker, Philadelphia; Prof. C. W. Risble, A. M., Cincinnati; and Prof. W. S. Luther, Luthersburg, Pa.
HOW SOCRATES TAUGHT.

SOCRATES had the reputation of being a very great teacher, yet he never lectured nor preached. He had not even a code of doctrine or of opinion to promulgate. But he lived in the midst of a keen, cultivated, yet somewhat opinionated people, and he made it his business to question them as to the grounds of their opinions; and to put searching and rigid inquiries to them on points which they thought they thoroughly understood. He believed that the great impediment to true knowledge was the possession of fancied or unreal knowledge, and that the first business of a philosopher was, not to teach, but to prepare the mind of the pupil for the reception of truth, by proving to him his own ignorance. This kind of mental purification he considered a good preparation for teaching; hence he often challenged his disciples of Socrates, named Meno, who had been thus proved a good preparation for teaching; hence he often challenged to bring out the whole code of doctrine.

He believed that the great impediment to true knowledge was apprehension too little. The respondent would then ask leave to correct his former definition and to amend it; and when this questioner would quietly proceed to cross-examine his pupil on the subject, applying the amended definition to special cases, until answers were given inconsistent with each other and with the previous reply. Now, as Socrates never lost sight of the main point, and had a remarkable power of chaining his hearers to the question in hand, and forbidding all efforts to extricate himself, admitted that he could give no satisfactory answer to the question which at first seemed easy.

I will give you a translation from one of Plato's dialogues, in which this peculiar method is illustrated. There was one of the disciples of Socrates, named Meno, who had been thus proved and interrogated until he felt a somewhat uncomfortable conviction that he was not so wise as he had thought, and who complained to the philosopher of what he called the merely negative character of his instruction.

"Why, Socrates," said he, "you remind me of that broad eel-fish called the torpedo, which produces a numbness in the person who approaches it. For, in truth, I seem benumbed both in mind and mouth, and know not what to reply to you; and yet I have often spoken on this subject with great fluency and success."

In reply Socrates says little, but calls to him Meno's attendant, a young slave boy, and begins to question him:

"My boy, do you know what figure this is?" (drawing a square upon the ground with a stick).

"Oh, yes. It is a square."

"What do you notice about these lines?" (tracing them).

"That all four are equal."

"Could there be another space like this, only larger or less?"

"Certainly."

"Suppose this line [pointing to one of the sides] is two feet long, how many feet will there be in the whole?"

"Twice two."

"How many is that?"

"Four."

"Will it be possible to have another space twice this size?"

"Yes."

"How many square feet will it contain?"

"Eight."

"Then how long will the sides of such a space be?"

"It is plain, Socrates, that it will be twice the length."

"You see, Meno, that I teach this boy nothing. I only question him. And he thinks he knows the right answer to my question; but does he know?"

"Certainly not," replied Meno.

Let us return to him again:—

"My boy, you say that from a line of four feet long there will be produced a space of eight square feet; is it so?"

"Yes, Socrates, I think so."

"Let us try then." (He prolongs the line to double the length.)

"Is this the line you mean?"

"Certainly." (He completes the square.)

"How large is become the whole space?"

"Why, it is four times as large."

"How many feet does it contain?"

"Sixteen."

"How many ought double the square to contain?"

"Eight."

After a few more questions, the lad suggests that the lines should be three feet long, since four feet are too much.

"If then, it be three feet, we will add the half of the first line to it, shall we?"

"Yes." (He draws the whole square on a line of three feet.)

"Now, if the first square we drew contained twice two feet, and the second four times four feet, how many does the last contain?"

"Three times three, Socrates."

"And how many ought it to contain?"

"Only eight, or one less than nine."

"Well now, since this is not the line on which to draw the square we wanted, tell me how long it should be."

"Indeed, sir, I don't know."

"Now observe, Meno, what has happened to this boy; you see he did not know at first, neither does he yet know. But he then answered boldly, because he fancied he knew; now he is quite at a loss, and though he is still as ignorant as before, he does not think he knows."

"Meno replies, "What you say is quite true, Socrates."

"Is he not, then, in a better state now in respect to the matter of which he was ignorant?"

"Most assuredly he is."

"In causing him to be thus at a loss, and benumbing him like a torpedo, have we done him any harm?"

"None, certainly."

"We have at least made some progress toward finding out his true position. For now, knowing nothing, he is more likely to inquire and search for himself."

Now I think those of us who are practical school-teachers can draw a practical hint or two from this anecdote. If we want to prepare the mind to receive instruction, it is worth while first to find out what is known already, and what foundation or substratum of knowledge there is on which to build; to clear away misapprehensions and obstructions from the mind on which we wish to operate; and to excite curiosity and interest on the part of the learners as to the subject which it is intended to teach. For "curiosity," as Archbishop Whately says, "is the parent of attention; and a teacher has no more right to expect success in teaching those who have no curiosity to learn, than a husbandman has who sows a field without ploughing it."

It is chiefly by questions judiciously put to a child before you
give him a lesson that you will be able to kindle this curiosity, to make him feel the need of your instruction, and bring his intellect into a wakeful and teachable condition. Whatever you may have to give in the way of new knowledge will then have a far better chance of being understood. For you may take it as a rule in teaching, that the mind always refuses to receive—certainly to retain—any isolated knowledge. We remember only those facts and principles which link themselves with what we knew before, or with what we hope to know, or are likely to want hereafter. Try, therefore, to establish, in every case, a logical connection between what you teach and what your pupils knew before. Make your new information a sort of development of the old, the expansion of some germ of thought or inquiry which lay hid in the child's mind before. Seek to bring to light what your pupil already possesses, and you will then always see your way more clearly to a proper adaptation of your teaching to his needs.—Fitch's "Art of Questioning."

EDUCATIONAL COLUMNS IN COUNTRY NEWSPAPERS.

Principal B. F. Stocke, La Malle, Ill.

We propose adding a new feature to the Gazette next week, in the way of an educational column. Allen J. Hill, county superintendent, J. W. Price, principal of our city schools, and other educational gentlemen, will contribute to this column.—Virginia (III.) Gazette. And experience teaches every practical newspaper man that an educational column will not live six weeks.—Sullivan (III.) Progress.

The above is clipped from a paper of considerable local influence, published in one of the southern central counties. It explains itself. It will occur to the readers of the Weekly that the editor of the Progress is either not acquainted with the facts of the case, or has just a little overdrawn his conclusion. We will admit there seems to be a certain class of country newspapers that regard an educational column beneath their calling. Indeed, they have no space for even an occasional school item or for the publication of the local institute program. Credit is due the Progress, however, for publishing school reports and institute programs gratuitously. We are inclined to think the Progress has been unfortunate in the selection of its exchanges, if the above statement is based upon observation. It would not be a difficult matter to suggest a list of exchanges in which a regular educational column is maintained, which would make it necessary for that journal to double its issue. The writer has personal knowledge of quite a number of successful educational columns which appear weekly in papers of wide local influence.

Many of these have now been established, and successfully carried on for several years. Not unfrequently are these departments under the direction of the county superintendent. This is true, not only of Illinois, but of adjoining states. The question arises, is there any real good accomplished by this means, if so, what? It furnishes a means of direct, and frequent communication for teachers, and especially for the county superintendent. The superintendent should utilize this means for the communication of suggestions to his teachers. As far as the writer's own observations go, in several counties, for the last five years, not to exceed one in ten of the teachers in the rural district schools reads an educational journal. All, however, have access to one or more country newspapers. The county superintendent, or other competent teacher, may use this avenue to the mass of the teachers and give them, not only local school matters, but suggestions that will be found a great aid in their work. The pith and substance of some of the best—the most practical articles of our educational journals may thus be given to thousands of readers who otherwise never would have seen them. This in many cases will lead to an interest in educational reading, and result in an increased circulation of journals devoted to education.

One of the greatest needs of our school system at the present day is a class of thorough, efficient, enthusiastic primary teachers—teachers who are alive, to take charge of the vast multitudes of schools in the county. What better means can be used to awaken a more general interest among these teachers than the county newspaper? Hosts of teachers read this who read no other paper.

Nor is this the only good that an educational column may result in. Indeed, it is a question whether there is not another field in which this department may be even more potent for good. The parents, patrons of the schools, need reaching. They need, in many localities, to be educated before the teacher can educate his pupils. School officers may also be reached and interested by this means. If every county superintendent, or teacher, in this or adjoining states who edits an educational column, will take the pains to mail the writer a postal-card, stating the fact and naming the paper, he will be thankful and will communicate the results through these columns.

AN OLD FASHIONED LOG SCHOOL-HOUSE. It was built of small tamarack logs, chinked between with moss from the swamps. The floor was of rough oak boards, laid loose, with cracks between, that were a standing threat to jack-knives and slate-pencils. The seats and desks were of the same material, roughly planed and rudely put together. The school was arranged around the room on three sides, and all the scholars sat facing each other; the girls on one side, and the boys on the other. The seats across the end were debatable ground between the two, but finally came to be monopolized by the larger boys and girls, who, by some strange attraction, gravitated together. Between us was an open space in which the stove stood, and where classes were drawn up to recite. The teacher's desk stood at the other end, facing this quadrilateral, and so enabling the teacher to take in the whole school at a glance—Sunday Afternoon.

The impediments in the way of extending a sound and truly valuable education to the people of America are very great. The first step toward accomplishing this end must be to institute normal schools for the instruction of the teachers, not only in the proper subjects to be taught, but in the best modes of teaching.—George Combe.

NOVEMBER PANSIES.

BY MRS. A. W. BROWNE.

O, beautiful bright eyes! O, brave sweet eyes! That smile unclouded 'neath November skies, Which frown above you, like a cloud around your bed, In mimic billows, creep the dun-dead leaves, By riotous, rough winds too rudely shed, Still smilingly you lift your faces bright And shake your gold and purple in the air, Though Summer's wandering ghost comes back and grieves That all her beauteous blossoming things Faded and perished in the death-throes of light, And all her singing birds have spread their wings To seek serener climes and skies more fair, I wake at night and hear the winds go by, Each other answering with fitting moan, And know that where you sleep-enfolded, Her dusky hair about her forehead blown', All the gay colors from her robe effaced, Her pilgrim shoon with wrinkled graces laced, With mantle closely wrapt and folded hands, Bending above you, mournful Autumn stands, Down her cold cheek falls slow an icy tear, O'er the lost darlings of the faded year; Then, like a nun that frizz through cloisters gray, She lifts her robe, and silent steals away.

Unconscious loiterers! what should you know Of coming blasts or Winter's drifting snow? I will not leave you to so sad a doom, But here in dainty vace of white and gold, Shall all your lovely buds their hues unfold In the safe shelter of my sun-lit room, Stand there amid my books—bright living leaves O'er writ with records of bright vanished hours; Be my "court ladies," fair and finely decked With royal gold and purple, crimson-flecked; Count o'er again the wealth of Summer's flowers, Her golden morning and her violet eyes, O rare magician! weave your magic spell, Bring back the fair young forms, the laugh, the song, The glancing lights o'er brighter heads which fell All the rich treasures which to youth belong', Bright eye and cheek that glowed at music's thrill, And with such whispers all my longings still. Yes, lovely gospellers! teach me your lore, Still undimmed, to stand life's storms before! O'er my tired spirit breathe your subtle balm And soothe its murmurs to thy trustful calm, Then, like a nun that frizz through cloisters gray, She lifts her robe, and silent steals away.

Elgin, Ill.
J. N. Wilkinson. Principal Fifth District
The number of women in attendance was in the different
addition to the
kindle in all who come within the range of their
orators have been very mark-

a law which provides that counties may establish and
tended to be requested to make arrangements to have

cased.


tured before the Institute. His subject was "Language Study." Prof. Gibbs

handled that important subject finely. President DeArmond, of Kansas State

university, fills the chair of astronomy. During that period he has discovered no less

throughout the world. The best wishes of the University will follow these

for the work of teaching which they are certain to undertake

for the welfare of the Normal School, I; homoeopathic,

and not a few who intend to devote their lives to the work.

Whatever of invading the territory of the Normal

and in raising the standard of the common schools of the county have

been very marked.

The Mt. Pleasant library association is in a flourishing condition. The reading-room is supplied with the best of periodicals. We are pleased to

know that the pupils of the high school appreciate the advantages of a pub-

lic library.

Mr. M. D. Nicol, a student of Wesleyan University, was elected superin-
tendent of Louisa county.

In 1836 Green county had a population of 1,089. The present number of

inhabitants is almost 15,000.

The Allion correspondent of the Marshalltown Republican says that "Prof.

Crooby's family left for Des Moines on Monday, the 21st.

The pupils of the Tipton high school delight their friends with excellent,

reading.their institute. The Bulletin gives a good report of the same.

Independence will welcome the State Teachers' Association right royally.

Supt. Elden reports an average belonging of 622 in the Independence

schools, an average attendance of 594, and 23 cases of tardiness.

The Buchanan county October Normal Institute enrolled thirty-seven

students. Miss Murdock taught reading and Supt. Parker, who is a born teacher

of arithmetic, handled that important subject finely. President Pickard lect-

ured before the Institute. His subject was "Language Study." Prof. Gibbs

and others assisted in imparting instruction. The Bulletin says:

"The Normal Institutes cannot fail of accomplishing much good, for, be-

sides affording a much needed review of the branches to be taught, they do

very much to awaken a sense of the importance of the teacher's work, and to

kindle in all who come within the range of their influence that zeal which

never rests with present attainments. Directors should inquire whether those

who apply to them for employment are careful to avail themselves of these

opportunities."'

Pres. Magoun, of Iowa College, who is delivering a course of lectures at

Andover, will return to Iowa about the 10th of next month.

Prof. Lewis has been superintendent of the public schools of Washington

twelve years.

One hundred students attend Washington Academy.

There are 150 students in the Krokak medical college.

The Cedar County Teachers' Association held an interesting and profitable

session at Lookon last week. Prof. Akers, of Cedar Rapids, was sick and

unable to deliver his lecture. "Needed Improvements in Schools" was dis-

cussed. The subjects of history, geography, and commission in arithmetic

were presented by Messrs. Elliot, Hart, and Gilman. The county superin-
tendent was requested to make arrangements to have map-drawing as a sci-

ence taught at the next Normal Institute.

The Senior class of the State University met recently and petitioned the

faculty to discuss the "marking system," and to select the commencement

orators on the ground of general merit and not from mere standing.

Prof. S. A. Knapp has accepted the position and will, next year, assume

the duties of professor of agriculture in the Iowa State Agricultural College.

The State Register says:

"This is a valuable accession to the people's college, and adds to the pres-

ent able faculty of that institution. Mr. Knapp is a fine scholar, with large

experience in teaching, possessing good administrative abilities and practical

experience as a farmer. He is a live man, and takes an active interest in all

enterprises calculated to develop the soil and elevate the citizenship of Iowa.

We congratulate the college and the people of Iowa upon this accession to an

already able and brilliant board of Professors."

In speaking, some weeks ago, of the Mahaska County Normal Institute, we

incidentally made no mention of one of the ablest instructors—Prof. Langh-

lin, who has rendered efficient service in his department for two reasons.

INDIANA.—The Laporte high school has bought a new air pump.

The State Superintendent of Public Instruction has decided that a person

obtaining a license at one examination, who subsequently appears for exami-

nation before the expiration of the first license, on failure to make grade on

the second examination does not have to necessarily revoke his license.

It has also been decided with the approval of the Attorney-general that in the

case of a teacher whose license has been revoked, and who applies to the su-

perintendent within ten months for a rehearing, it is in the power of the su-

perintendent, if he thinks any injustice has been done, to reopen the case.

MICHIGAN.—Extracts from Pres. Angell's report to the Board of Regents:

In the resignations of Professors Morris and Watson, the University sustains

a serious loss. Prof. Morris has filled the chair in modern languages for nine

years, and has brought to his work the resources of a most varied, profound,

literary and scientific scholarship. Dr. Watson, who has been connected with the Faculty

since the very year of his graduation, 1837. For two he was instructor in

mathematics, and for twenty years he has had charge of the observatory and

the chair of astronomy. During that period he has discovered no less

than 27 minor planets and two comets, and has made the observatory known

throughout the world. The best wishes of the University will follow these

two distinguished scholars to their new field of labor.

GEORGIA.—The number of women in attendance was in the different de-

partments as follows: Literary, 76; medicine and surgery, 42; law, 2; phar-

macy, 1; homoeopathic, 12; dental, 1; total, 134, an increase of 41 over the

previous year.

The report continues: After our nine years' experience in coeducation, we

have become so accustomed to see women take up any kind of University

work, carry it on successfully, graduate in good health, cause no embar-

rassment to the administration of the institution and awaken no special solici-

tude in the minds of their friends or their teachers, that many of the theo-

retical discussions of coeducation by those who have not had the opportunity
to see its results carefully, read strongly on the ground that those who are

making the most of it have given us no cause for concern.

"Dr. W. H. Coons, who is one of our most experienced and thoroughgoing

instructors in modern languages, and who is an alumnus of the University,

and has also been decided with the approval of the Attorney-general that in the

case of a teacher whose license has been revoked, and who applies to the su-

perintendent within ten months for a rehearing, it is in the power of the su-

perintendent, if he thinks any injustice has been done, to reopen the case.

The University Board of Education.

The Ann Arbor Democrat says of the new professor of pedagogy at the

University: "Prof. Payne opened the first course in teaching known in

the United States at the beginning of the semester, with a lecture showing why

pedagogics should be taught. The professor speaks quietly and deliberately,

now and then glancing round the room with a look which assures his auditors

that a man is before them. We prophecy that, like the new regime, this in-

novation will be another proof that Michigan has the most wide-awake un-

iversity in the country."

The Michigan Military Academy opens with 80 cadets, a fine looking set of lads.

Major Rogers is making it lively for the cadets. The macaroni round

about Orchard Lake. He is determined to have the boat clear.

The University school of mines has been formally abolished by resolution.

It was virtually abolished some time ago.

The addition to the handsome central school building at Muskegon is almost

complete. It will provide ample room for everything connected with the

heating of the building, in apartments so separated from the school-rooms.
that there will be no excuse hereafter for the escape into these of dust, smoke, and gas.

At a recent meeting of the regents of the University the expenditure of $500 in the way of contingencies in erecting the museum building was allowed, and the purchase of $800 for shelves, cases, etc. Prof. Brudish was patronized to the extent of buying his picture of Hon. J. D. Pierce for $100, but the proposition to seat him in a chair of fine arts in the University failed to get through. The chair of architecture was re-established.

Ferdinand Thom and John I. Irwin were employed as assistants for duty in the chemical laboratory, in place of B. F. Dawson and A. H. Van derwall, and were granted use of the laboratory materials without charge. Prof. Harrington, director of the observatory, asked for $500 worth of meteorological instruments, and was told he could have them. Mrs. Stowell's salary was increased to $500, and an appropriation of $500 to pay assistant curators at the dissecting room was allowed. E. F. Wood was appointed bookkeeper of the laboratory.

Some other miscellaneous work was also done by the regents before adjournment.

About 30 students have elected Prof. Payne's new course in pedagogy.

Col. Grant renewed the fight against Dr. Rose in the late meeting of the Board of Regents, but the whole matter is in such an inextricable mass that we have not space or patience to undertake to set forth the facts, and must refer our readers to the state press.

ILLINOIS.—A teachers' institute was organized at Jerseyville, in Jersey county, on Saturday, Oct. 25. It is designed to have a cooperation between the teachers of Jersey, Macoupin, and Green counties. The Fidellity schools are without a principal because of the resignation of Sup't Pennington.

So strong has been public sentiment against the Board of Education of the city of Carlinville for closing the school for colored children and sending the colored pupils into the city free schools, that the Board reconsidered the matter and decided to reopen a separate school for the colored children. A great number of the white pupils left the free schools, and private schools were being organized for them. The Board is severely criticized by the public for their first steps in the case.

The trustees of Blackburn University are creating a new three story edifice in connection with the university to be used for laboratories, society halls, etc. Never has Blackburn had a more prosperous year than this.

The Girard schools have been reopened after having been closed a week on account of the prevalence of scarlet fever.


A Teachers' Institute was held at the Third Ward School building in Sterling, Saturday, 25th inst. About seventy teachers were present from different parts of the county. The officers elected for the ensuing year are W. L. Jennings, Pres.; John H. Weisell, Vice-Pres.; W. W. Knowles, Sec.; Samuel Maxwel, Thos. Biller, and A. W. Bastian, Ex. Committee. Sup't Loomis called attention in a plain and pithy manner to changes in the school law. Prof. Anthony, of Fulton College, gave an excellent lecture on Education, with readings, in the evening.

Bureau County Notes.—Perhaps it would not be amiss if we pen you a few words about the dologs in our county. We are well under way in the new year and are beginning to note the changes wrought and the promise it brings. We see some old faces, but as many new ones. Our old county, with its usual small public schools, which is as much benefited to the teaching fraternity, or rather rarely have pupils had such rich fruitage to gather as now. The friends of Education have many thanks to render to the Agricultural Society for its liberality in setting apart money for school premiums. The Exhibits have increased in magnitude and interest every year, this year exceeding all the rest. There is an improvement over other years, very marked in county exhibits. Among graded schools Princeton, public schools led, capturing the first award for best general exhibit. It shows the work of a master-hand, that of C. F. Snow, 11 years superintendent there. District No. 7, Berlin, F. M. Herrick, teacher, did the same among non-graded schools. Special and individual work elicited much attention. In this resume we ought not to forget our worthy County Superintendent, G. B. Harrington; much credit is due him for the zeal with which he has pushed forward in the raising of the standard of our schools. Excitement is his motto, and now since his health is quite restored he will do all in the future no mean yeoman's work in building up a high prestige of renown for education in Bureau County.

ST. MARY'S SCHOOL, FARIBAULT, MINN.

To the Editors of The Weekly:

We have often heard and read of this school, but to day we took occasion to make a visit, and were shown by Miss S. P. Darlington, the Principal, through the school rooms, recitation rooms, and the dormitories as well as teachers' apartments and the laundry, of this excellent institution. We were pleased with all we saw; with the dormitories and the various arrangements, for the comfort of the pupils; with the pupils themselves, who are a fine healthy company of young ladies; with the teachers, who seem faithful to the trust imposed upon them; and with the general character of all the component parts of the school.

We found enrolled in the several classes fifty-three boarders and thirty-eight day-scholars, who are taught by eleven teachers, and superintended, as to their physical wants, by a matron and an assistant matron.

More pupils have made arrangements to join the school after Christmas. The capacity of the building is sufficient for sixty-five boarders and forty-five day-pupils. The building, though not in all respects well adapted to the wants of the school, is, nevertheless, warm in winter, has good ventilation and good light, is well provided with means of escape in case of an alarm of fire, is very pleasantly located, while the apartments are kept with scrupulous neatness and furnish all the comforts of a pleasant home. Eleven pianos belong to the institution, and they are in constant use from early dawn to dews eve.

The corps of instruction is made up of persons of experience, ability, and Christian character.

The expense at this school is three hundred dollars a year for English, Latin, German, and French. Instrumental music, with use of the piano, is $75 a year, Drawing, 30; and Painting, $50. The course of study is ample, judicious, and well adapted to the wants of the young ladies who form the classes of the school.

From all the observations we could make during our limited stay, we were impressed with the Christian as well as literary character of the institution, and the pains taken for the health, physical comfort, pleasure, and happiness, as well as the Christian and intellectual culture of the young ladies committed, with so much confidence, to the care of this corps of teachers. We were also led to contemplate the benign influence that is being exerted in every widening circles as these pupils go forth to the duties of life.

Our time allowed us to listen to only a part of one recitation, conducted by Prof. Foster in the Roman History of the Livin Reader, and we are frank to say that, if, in all the classes of the school, the same spirit is constantly manifested, we cheerfully commend its literary advantages to those parents who wish to place their daughters in a good school where they will be surrounded with the comforts of home and the hallowing and sanctifying influences of the gospel.

B. M. R.

NORTHFIELD, MINN., Oct. 25, 1879.
OHIO.—Prof. S. S. Hamill enters this week upon a course of instruction in elocution at Wesleyan University, at Delaware. His services are in great demand, and if he could be in a dozen places at once his time would be all given to professional instruction. There seems to be great need of more teachers of elocution who can teach the art scientifically.

The next examination of the Ohio State Board of examiners will be held at Columbus, commencing at 9 a.m., Dec. 30, 1879, and this will be the only examination held before the following December.

A letter from Superintendent Parker of the public schools in Quincy, Massachusetts, to Principal Arey, of the Cleveland City Normal School, says that the superintendent has received from the school superintendent to which great attention has been called of late and which has received due notice in the Weekly, were first observed by him in the Cleveland schools, when a teacher at Dayton, in this state. This is considered quite a "boom" for the Cleveland System.

Among the most interesting features of the meeting of the Central Ohio Teachers' Association at Columbus, on the 24th and 25th inst., was the lecture of Prof. Alfred H. Tuttle, of the State University, on "The Microscope in the School." It was copiously illustrated by means of screen projections. The superintendents of Columbus public schools have a regular "Saturday Normal School," which was organized for the year on the 18th inst., at the high school building.

The Huron County Teachers' Institute will be held in Norwalk the last week in October, and the Lake County Institute meets the week following. Supt. Welch, of Xenia, reports a total enrollment of 994 at beginning of term, 1,035 at close; average attendance, 953; enrollment in high school, 92.

Prof. Harrisson, son of the President of Mount Union College, has been elected by the Republicans to the State Legislature.

Supt. Drasher, of Germantown, has been held for trial at the Court of Common Pleas, for a minor offense committed out of school hours.

The public schools of Marion county last year cost $54,238.04.

Of the 8,428 white children in Cincinnati, 28,263 attend the public schools. Of the 2,190 colored children, 1,175 are in the public schools, 993 not being in any school.

KANSAS.—The public schools of Emporia have enrolled 750 pupils, 200 more than at the same time last year. More room is sadly needed for the accommodation of the pupils.

County Supt. R. C. Story, of Cowley county, has entered upon the publication of the County Teacher, a sheet about the size of the Educationalist.

The teachers of Lyon county hold regular monthly meetings at Emporia. The Educationalist, edited and published in Emporia by O. B. Wharton, county superintendent, and B. T. Davis, city superintendent, is to be enlarged and continued as a weekly.

The State Normal School is going ahead finely with its work. Pres. Welch has organized a training department, to which he has given his personal attention. The new building will probably be ready for use by February.

There are in Kansas six thousand school districts, over five thousand school houses, value of school property about five millions and continued.

Of the pupils of which 100 are engaged in correcting exercises or preparing to do, so that they will be occupied in school interests about ten hours a day.

The shorter term is wearisome. Teachers can do their maximum of teaching, if they are in earnest to succeed they will do all they are able to do of the best work.

The State Superintendent of Public Instruction furnishes us the subscribers.

At the State Superintendent of Public Instruction office the reports of county superintendents of Atchison, Shawnee, and Douglas counties have just been received. The Shawnee county report shows 7,854 school children between the ages of 5 and 21 in the county, of which Topeka has 3,176. Atchison county 7,546, out of which 3,485 are in the city of Atchison. Douglas county has 7,717. The city is not given. Thus it will be seen that since last year Topeka and Shawnee county have increased more in population than either of the other two places.

The State board of Atchison has, by a unanimous vote, abolished the reading of the Bible, and prayer, at the opening of school each day.

The Superintendent of Public Instruction has purchased $10,000 worth of district school bonds to be added to the permanent school fund. The Superintendents of the schools of which they are engaged in correcting exercises or preparing to do, so that they will be occupied in school interests about ten hours a day.

HOW TO TEACH ORTHOEPP.

To the Editors of the Weekly:

By way of a suggestion to L. E. Landes, and others who may desire to give special attention to Orthoepp, permit me to outline briefly a method which I have employed with good results.

My experience has been mostly in boardering school, and may not hold good elsewhere. I require but five hours teaching of the teachers engaged by me, though at the same salary I could just as well have six hours. I do not count it a minute lost. The work is better done, I believe, than it would be to drag it through another hour. The pupils, except the younger, have a study hour in the evening, at which a teacher is present. During that time she is engaged in correcting exercises or giving assistance to pupils that need it.

C. W. L.
In reciting, words designated (but not pronounced) by the teacher are written by the pupils, the pronunciation being indicated by diacritical marks as in the dictionary. Lessons are sometimes recited orally, and "pronouncing matches" have been found interesting and profitable.

R. H. B.

WILLIAMSBURG, Ia., Oct. 13, 1879.

STATE AND TERRITORIAL SUPERINTENDENTS OF SCHOOLS.

Alabama—Leroy F. Box.
California—Ernst S. Carr.
Connecticut—George Northrop.
Florida—William P. Hainey.
Illinois—James P. Slade.
Iowa—C. W. Drake.
Kentucky—H. M. Henderson.
Maine—E. E. Morris.
Massachusetts—John D. Dickinson.
Michigan—David Bart.
Minnesota—Richard Shannon.
New York—D. R. Sessions.
New Jersey—Ellis A. Apper.
North Carolina—J. C. Scarboro.
Oregon—L. J. Piwell.
Rhode Island—George B. Stockwell.
Tennessee—Leon Trousdale.
Vermont—Edward Conant.
West Virginia—W. K. Pendleton.
Wisconsin—Ezra S. West.
West Virginia—W. N. Gange.

Arkansas—James L. Denton.
California—Joseph C. Blattner.
Colorado—James H. Groves.
Georgia—Gustavus J. Orr.
Indiana—James H. Smart.
Kansas—Allen B. Lemmon.
Louisiana—Robert M. Lushier.
Maryland—M. A. Newell.
Michigan—Cornelius A. Gower.
Mississippi—J. A. Smith.
Nebraska—Samuel R. Thompson.
New Hampshire—Charles A. Downs.
Ohio—James J. Burns.
Pennsylvania—J. P. Wickersham.
South Carolina—Hugh S. Thompson.
Texas—N. O. Hollingsworth.
Virginia—W. H. Ruffner.
Wisconsin—William C. Whiford.
Dakota—William H. H. Beadle.
Montana—W. Iegbert Smith.
Utah—John Taylor.
Washington—John P. Judson.

DISTRICT OF COLUMBIA.
Superintendent of Schools for whites—J. Ormond Wilson.
Superintendent of Schools for colored—G. F. C. Cook.

INDIAN TERRITORY.
At the latest advises, J. F. Thompson was Superintendent of Public Schools in the Cherokee; E. C. McCousand, among the Choctaws; William McComb, among the Creeks; Joshua Hightower, among the Chickasaws; and J. H. Caprace among the Seminoles.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY. In ordering, please mention the name in which the name of the book appeared.

ADAMS, C. F. P. The public library and the common schools: three papers on educational topics. [Boston, 1838.]

ARKANSAS.
Arkansas—James L. Denton.
Arkansas—James L. Denton.

CALIFORNIA.
California—Joseph C. Blattner.
California—James H. Groves.

COLORADO.
Colorado—James H. Groves.
Colorado—James H. Groves.

CONNECTICUT.
Connecticut—George Northrop.
Connecticut—George Northrop.

FLORIDA.
Florida—William P. Hainey.
Florida—William P. Hainey.

ILLINOIS.
Illinois—James P. Slade.
Illinois—James P. Slade.

IOWA.
Iowa—C. W. Drake.
Iowa—C. W. Drake.

KENTUCKY.
Kentucky—H. M. Henderson.
Kentucky—H. M. Henderson.

MASSACHUSETTS.
Massachusetts—John D. Dickinson.
Massachusetts—John D. Dickinson.

MICHIGAN.
Michigan—Cornelius A. Gower.
Michigan—Cornelius A. Gower.

MINNESOTA.
Minnesota—David Bart.
Minnesota—David Bart.

NEW YORK.
New York—D. R. Sessions.
New York—D. R. Sessions.

NEW JERSEY.
New Jersey—Ellis A. Apper.
New Jersey—Ellis A. Apper.

NORTH CAROLINA.
North Carolina—J. C. Scarboro.
North Carolina—J. C. Scarboro.

OREGON.
Oregon—L. J. Piwell.
Oregon—L. J. Piwell.

RHODE ISLAND.
Rhode Island—George B. Stockwell.
Rhode Island—George B. Stockwell.

TENNESSEE.
Tennessee—Leon Trousdale.
Tennessee—Leon Trousdale.

VERMONT.
Vermont—Edward Conant.
Vermont—Edward Conant.

WEST VIRGINIA.
West Virginia—W. K. Pendleton.
West Virginia—W. K. Pendleton.

WISCONSIN.
Wisconsin—Ezra S. West.
Wisconsin—Ezra S. West.

THE PUBLIC SCHOOLS.

The system of "cramming" in the public schools is eliciting more or less discussion in various parts of the country, and there is a fair prospect that some good may come from it. The Philadelphia Bulletin, in an article on this subject, closes as follows:

With teachers overworked and a curriculum overloaded with studies that barely touch the most remote connection with the requirements of a good, plain English education, which is all that the common school has any proper concern with, we do not wonder that the old charge of "cramming" is still kept up. It is not fashionable to encourage sympathy for the painfully paid teachers. The doctrine has been quite freely taught that they are a class of pampered public menials whom no tax-payer or office holder is bound to respect. Very few people, even among the parents whose children get their education from them, understand that the "cramming" is to which all conscientious teachers are subject. Here and there there are favorites or relatives of educational authorities whose places are made as easy as possible for them, but they are the rare exceptions. And between the cramming of teachers with over-work and the cramming of children with over-variety, there is still room for a great deal of substantial improvement in our common schools.

PREMIUMS FOR SUBSCRIBERS.

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

For two subscribers and $4..........................$1.33
For three subscribers and $6.......................... 2.00
For six subscribers and $12.......................... 4.00
For nine subscribers and $18.......................... 6.00
For twelve subscribers and $24.................... 8.00

The following books are particularly recommended:

Kendrick's Philosophy of School Discipline .............. $1.00
Huntington's Unconscious Tuition ....................... 1.50
Fisch's Art of Questioning ............................ 1.50
Dr. Graft's School-room Song Bicycle .................. 1.00
Soldan's Grabe's Method of Teaching Numbers ......... 1.50
Dr. Graft's School-room Chorus ........................ 1.50
Wedgwood's Topical Analysis ......................... 1.50
House on the Province of Methods in Teaching ......... 1.50
Regents' Questions, 25 cents each, complete ........ 1.00
Holbrook's Normal Methods ........................... 1.50
Phelps' Teacher's Hand Book .......................... 1.50
Northend's Teacher's Assistant ........................ 1.50
Page's Theory and Practice ........................... 1.50
De Graft's School-room Guide ........................ 1.50
Johnson's Principles and Practice of Teaching ....... 1.50
Kiddell's How to Teach ................................ 1.50
Craig's Common School Question Book ................. 1.50
The Normal Question Book ............................ 1.50
Webster's National Pictorial Dictionary, 1040 pp., over 600 illustrations, Sheep ..... 3.00
Webster's Unabridged Dictionary 1857 pp., with Supplement ...... 5.00

Manuels for Teachers:

The Cultivation of the Senses ............................................. 1.00
On the Cultivation of the Memory .............................. 1.00
On the Use of Words ...................................................... 1.50
On Discipline ............................................................... 1.50
On Class Teaching .......................................................... 1.00

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 name.

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.

MISCELLANEOUS NEWS AND NOTES.

- Governor Roberts, of Texas, is reported to hold very much the same sort of opinions on state education as does Gov. Robinson. He is quoted as asking why one man should be taxed to pay for the education of another man's children—which is a large and statesmanlike view of the matter.

- The Governor of the Province of Western Flanders has suspended the execution of the resolution of the clerical city administration of Bruges, by which it was forbidden to the teachers of the public primary schools to give religious instruction. The resolution was, of course, intended to deprive these schools of their pupils.

- Hamilton College is to be brought into closer connex.ion with the Presbyterian Church, and will thus be rendered much more prosperous. The supply of Albany has just passed a resolution recommending a $300,000 endowment of the college as a Presbyterian institution. The undertaking is immediately to be presented to all the synods of the state.

- The New York City Board of Education is now asking for $3,558,500 for which to carry on schools on the charges under next year. Of this sum $2,734,000 are to be paid for salaries. During the year 1878 the pupils enrolled in the public schools of New York numbered 264,000, and the average expense to the tax-payers per pupil was $13 per annum. There are "at least 2,000 or 3,000 children" who cannot obtain admission to the primary departments of the schools of that city.

- The address delivered before the National Educational Association in Philadelphia last summer by Alex. M. Wade, on "A Graduating System for Country Schools," has been published in pamphlet and a thousand copies already disposed of. Mr. Wade is very enthusiastic in his advocacy of this system, and will send his address free to any state or county superintendent who will apply for it. He has in preparation a more extended work on the same subject, which will be awaited with general interest. His address is Morgantown, W. Va.

- The New Orleans schools cannot accommodate as now managed the large number of pupils applying for admission. The Superintendent proposes, therefore, and very wisely, that only the lawful number of sixty scholars shall constitute a class in the primary department; and that applicants in excess of that number shall be organized into a separate class for the afternoon session, the others to be dismissed at the close of their morning session. This period of instruction will be as long as it is desirable to inflict upon little children. The city appropriates this year $200,000 for the support of the schools.

- Taking 1877 as the basis, the public schools of Philadelphia had in attendance 101,924 pupils, at an average cost per head of $15.48. In the report of the Municipal Commission of Pennsylvania a statement is given of the increased cost of Philadelphia's schools per pupil from 1870 to 1875. In the former year the expense for each pupil was something less than five dollars. In 1870 the expense per pupil was increased to $79.50. In 1870 the expenditure for each pupil was $8.65 for each pupil. For 1870 the average for each pupil was $14.40, and by 1875 this had grown to $17. Between 1875 and 1877 the average was cut down as given above, to $11.48 per pupil.

- The scholarship offered by the Birmingham (England) Association for the medical education of women has just been awarded, on examination, to Miss Emily Tomlinson, who entered Girton College in 1875. She took honors in the Natural Science Tripos in December, 1876, and in January, 1879, matriculated with honors at the University of London. Last June Miss Tomlinson passed in the first division for the Preliminary Scientific Examination, taking honors in chemistry, and also passing in mathematics for the First B. Sc. By this means she became entitled to enter for the Second B. Sc. next year. An excellent intellectual record "for a woman."

- In the University of Pennsylvania the entrance examination in English grammar, etymology and composition is made a thorough test of the candidate's knowledge, and nearly all the schools which supply the University are sending their pupils so well prepared that the number of conditioned and rejected steadily grows smaller. The practical and theoretical course in rhetoric lasts eighteen months, and is supplemented by theme-writing throughout. Voluntary classes in English literature have been formed, and another class for criticism of English authors from the rhetorical point of view is proposed; it is hoped that these classes may soon be made elective, or worked into the required course.

- Mr. W. E. Forster said in an after-dinner speech the other evening, that before the school census of England was taken there was no idea of the enormous multitude of children who were untaught. Before the school boards came into operation teachers were disgracefully ill-paid. At present, it is a ridiculously small proportion of children who learn the higher branches. What is making teaching more costly in England than it was before is not the teaching of higher subjects to the well-to-do child, but the teaching of the lowest elements—reading, writing, and ciphering—to those children who had been swept in by the compulsory provisions of the Education Act. These happy beings who are to study Chinese at Harvard will be obliged to give at least half their time to the work, and must have great patience and a good ear for the distinctions of the "four tones." The University has procured for its students in this language three copies of Sir Thomas Wade's textbook. The Boston Advertiser says that Mr. Hillier, interpreter to the English legation at Pekin, and an excellent Chinese scholar, writes to Mr. Knight that a faithful student will get a fair hold of the language in three years' time. Mr. Edward B. Crew, a Harvard graduate, a resident of Ningpo, and practically acquainted with the language, says that at the rate of four hours and a half a day the student should master Wade's colloquial course, in from fourteen to eighteen months.

- On the other hand, one of the subscribers to this experiment at Harvard, a gentleman who held for several years a Consulship in China, says that he acquired in six months a knowledge of Chinese which, though very imperfect, was, nevertheless, of great use to him in the discharge of his official duties. This new Harvard venture is mainly the work of Mr. Francis P. Knight, who procured two years ago a subscription of about $8,500 to defray the cost of the experiment; he also selected Mr. Ke, the instructor, in China.

We are indebted to the N. Y. Tribune for several news items in this column.

- A teacher, endeavoring to familiarize a little girl with the various countries of the Western Hemisphere, with little evidence of success, finally asked, "If I were to bore a hole through the earth, and you were to go through at this end, where would you come out?" "Come out," replied the child, "why, I'd come out of the hole, miss!"

CHICAGO NOTES.

At a former institute Mr. Delano claims that he was misunderstood as stating that teachers at their work should never sit down. His sentiment is not that they should never sit down, but "hardly ever."

Mr. Delano confesses a lack of words sufficient to enable him to give force and variety to his speeches. His audience thought, however, that he had too many of them.

The caliber of some spelling reformers may be measured by their communications: "If you do not support spelling reform, I shan't support your paper!" "You shan't swing on our gate, or slide on our cellar door!" Now we know such a person would have our paper if he had to beg, steal, or borrow it—anything but buy it.

Hon. W. H. King, ex-president of the board of education, says that if he were now on the school-board he would discharge Day and all the rest of the phooi spelling reformers. And greater calamities might happen the schools than having Mr. King back on the Board of Education.

OFFICIAL DEPARTMENT.

ILLINOIS.

RESULTS OF THE EXAMINATION FOR STATE TEACHERS' CERTIFICATES.

The report of the board appointed to examine the papers of the applicants for state teachers' certificates has been made, and the following is a statement of the results it shows:

Fifty-one persons attended the examinations; seven at Alton, eight at Champaign, ten at Chicago, six at Centralia, fourteen at Galesburg, and three at Freeport and Jacksonville. Of these, five attended to continue examinations begun at some previous time.

The board of examiners have recommended that state diplomas be granted to Gilbert A. Burges, of Monticello, Henry M. Douglass, of Champaign, E. L. Harpham, of Oak Park, and to Homer Bevans, of Englewood.

Besides these, there were five others who passed in all but three branches, and who will be granted certificates upon their passing in those branches at some future examination.

JAMES P. SLADE,
State Superintendent of Public Instruction.
LITTLE DOG RAGS.

BY MRS. CLARA DOTT FAYES.

Why do we call him "little dog Rags"?

His coat is made of tatters and tags,

Tatters and tags of curly hair;
The slightest touch,

Blows the crinkled fleece

Hither and thither upon the air,

Hasle muck and blood, and white,
Timed with base of real sunlight.

Beggar he might be, little dog Rags,

Hung as he is with fags and shags,

Tangled and fringed from head to heel;

The ragged show

In his very teeth,

Muffed until they scarce reveal

Whether 'tis but one foot or four

Futtering softly along the floor.

King might he be, little dog Rags,

Fluttering so many pennons and flags;

King, indeed, in his tiny might

To choose the place

Where his royal grace

May happen to wish to sleep at night.

Be it the sofa, or chair, or bed,

With all his drapery bere is a lack;

One comical feature has little dog Rags,

That is a tail never to drag,

With all his drapery here is a lack;

"Tis of the best sort

Cut off too short.—

A bud at the end of his curly back.

In his utmost frock and wildest glee.

A thing that you can see.

But perhaps he thinks, this little dog Rags,

"Tis a better tail than that one drags.

He has always enough to show delight—

The special eyes

So brown and wise,

The coxing paws so clean and white,

And the pricked up ear and wisomere,

When he tenses Gold Looks for a bone.

—Christian Union.

Be good, dear child, and let who will be clever;

And so make life, death, and that vast forever

Charged to intellectual habits and overwork

In study. It is unquestionably true that

Pernicious in point of health.

The celebrated Aaron Burr, in a letter

To his daughter Theodosia, afterward the wife of Governor Alston of South Carolina,

Wrote as follows on this subject:

"Your habit of stooping and bringing your shoulders forward on to your breast

Not only disguises from their appearance, but is also very

Pernicious in point of health.

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Pernicious in point of health.
BOYTON'S SCHOOL ROOM HEATERS.

Especially adapted to HARD & SOFT COAL, & WOOD.

TESTIMONIALS.
Mr. F. R. Buswell asks for my opinion of your heaters. In reply, this is a hard core, economy, and does its work well, and is in our judgment bought of you.

CHAMPAIGN, I1l., March 24, 69.
Your School Room Heaters have given great satisfaction in our School. They give out an even heat, and I think a gram saving on coal. Neither do the children complain of headache, which is caused by some sooty. Their operation is highly satisfactory.

Youn, etc.,
L. A. Baldwin, Secretary.

C. F. Boynton, Boynton & Co.,
No. 51 Lake Street, Chicago.


KIDNEY WORT.

PERMANENT CURES
KIDNEY DISEASES,
LIVER COMPLAINTS,
Constipation and Piles.

DR. R. H. CLARK, South Hero, Vt., says: "I have noted as a fact that there are many very bad cases at PILERS, and has never failed to do wonders with this wonderful medicine.

NELSON FAIRCHILD, M.D., Albany, N. Y., says: "I have been in practice 25 years, and have never seen such wonderful cases of Piles and Constipation as I have seen under the use of this wonderful medicine."

IT HAS WONDERFUL POWER.

BECAUSE IT ACTS ON THE LIVER, THE BOWELS AND KIDNEYS AT THE SAME TIME.

Because it cleanses the system of the poisonous humors that develop in kidney and liver diseases. Biliousness, Jaundice, Constipation, Piles, or in Rheumatism, Nervousness and Fainting. It is a safe, harmless, and efficacious medicine.

KIDNEY-WORT is a dry vegetable compound and can be used by mail postpaid.

One package will make a full bottle of medicine.

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CHILDREN WILL READ. The question is, "Is there anything that will interest the young people?"

THE SCHOLAR'S COMPANION will accomplish this. Its object is to interest the people in the curious things of the world; it teaches them to think and study for themselves; encourages self education; inspires every boy and girl with a desire to be better and brighter. Every parent will desire to have his children take this paper. The leading teachers praise it with a warmth that is given to no other paper.

Send 50 cents for a year; or, if you wish, to three months. No postal card is too small to be given away.

We want SPECIAL AGENTS for it and will give big pay. One teacher has lost 4 families and took 12 subscribers. Let every teacher introduce this.


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FIRM, DURABLE, CHEAP.

Any size to a quarter of an inch. May be used for any kind or any number of sheets.

Prices according to size: 4x5, 50 cents; 6x9, 75 cents; 8x12, 1.00 cents; 10x15, 1.50 cents; 13x18 (folded double), 2.00 cents; 16x24 (folded double), 4.00 cents; 18x24 (folded double), 6.00 cents; 21x27 (folded double), 8.00 cents.

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"Chicago, Clinton, Dubuque & La Crosse Line."

"Chicago, Freepoirt & Dubuque Line."

"Chicago, La Crosse, Winona & Minnesota Line."

"Chicago, St. Paul & Minneapolis Line."

"Chicago, Milwaukee & Lake Superior Line."

"Chicago, Green Bay & Marquette Line."

The advantages of these lines are:

1. If the passenger is going to from any point in the entire West and Northwest, he can go by one of these lines to some one of this company's lines and be sure of reaching his destination at any time.

2. The greater part of its lines are laid with Steel Rails; its roads bed is perfect.

3. It is the best road between all important points.

4. It has the best situation for its passengers, the Pullman Palace Sleeping Cars offer greater comfort, safety and convenience.

5. It is the only road in the West running the Pullman Palace Sleeping Cars between Chicago and Council Bluffs.

6. It is the only road running the Pullman Palace Sleeping Cars at between Chicago and the Pacific Coast.

7. It is the only road to the Pacific Coast.

8. It has the best service in all lines crossing at intermediate points.

9. The popularity of these roads is steadily increasing, and passengers should consult their interests by purchasing tickets on the road.

Tickets on this route are sold by all Pullman Ticket Office offices, or on application, to any agent of this company in the United States and Canada.

Remember, you ask for tickets via the Chicago & Northwestern Railway, and take none other.

For information, send FAX Photostats to the home ticket office, address any agent of the company or MARVIN HUGHITT, Gen'l Manager, Chicago, 2nd & Paul St., Chicago.

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