The Educational Weekly

EIGHT DISTINCT EDITIONS.

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Editors.

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Editorial.

All persons who will send before Dec. 1, 1879 two dollars to W. D. Henkle, Salem, Ohio, will be entitled to membership in the National Education Association and will have their names printed as members in the volume of proceedings at Philadelphia, now going through the press. All members will receive the volume of proceedings which will be sent postage prepaid. Two dollars sent after Dec. 1, will secure one volume but not membership. The volume will be one of the most important yet issued.

At a late meeting of the Chicago Principals' Association, Ira S. Baker, Principal of the West Division high school, proved himself a diligent reader and warm supporter of the Weekly by attacking a loose and false use of the expression common school, as made by F. B. Williams late of "Yurup."

Mr. Baker made the point so often indicated by the Weekly that common is not an offensive epithet; that it means, as relating to schools, "free to all," or at least as free to one portion of the community as to another. To make a distinction between common schools and high schools is educational heresy. It would be of no use to attempt drowning the school man who should draw such a line of demarkation, for his head would be found so light as to float him beyond the sinking power of lead or millstones.

A distinguished educator lately remarked that, through the indifference of city teachers, a gulf was opening between city and country schools—coldness on one side and jealousy on the other—which would result in the growth of class feeling and the formation of caste. For this the city teachers are entirely to blame. They are an arrogant, pampered set, lacking, as compared with country teachers, devotion and enthusiasm. They hardly ever attend a teachers' institute outside their own city, and in the city, such attendance is semi-compulsory. Well, perhaps that explains their indifference to, not to say disgust at, the thought of teachers' meetings. Indeed, if the institutes in other cities are similar to those with which we are familiar, the distaste of teachers for such gatherings is in one sense excusable. But in another sense it is not; for they should go outside the limits of their city, and compare notes, get ideas, and, with the pure air of the country, take in a little of the educational inspiration of the country towns and villages. The village schools are better than the city schools because their teachers are more earnest, energetic, and devoted to their profession. Outside the city, except in the most forlorn district schools, teaching is invigorating and healthy; in the city it is a deminution grind.

It is true that in the villages the pupils are apt to be brighter, and, freed from the trammels of unwieldy grading, they progress more as living beings do than as cattle in the hold of a vessel. But this does not entirely account for the difference. The village teachers are sprightlier; they depend upon wits and work to keep their places, rather than upon political influence.

There is a difference, too, in different districts of a large city. Wealth, home influences, and knowledge of the English language, mark clearly distinguishable features upon the several schools. With a head capable of taking in the situation and adapting means to ends, a considerable degree of efficiency and uniformity may be attained; but with a superintendent the creature and dupe of a political clique, who force upon him the employment as teachers of their sisters, and their cousins, and their aunts, the condition of things is apt to become deplorable.

AT—TEN—TION!

ATTENTION is not a continuous mental state. Even consciousness is but a series of pulsations. What appears to be a steady nerve is a nerve at strong tension, or, rather, a double set of nerves so equally strained as to balance each other in sustaining muscular power; whereas nervousness, or nervelessness, is the relaxation through fatigue or weakness of one set of nerves, from which results the instability of muscular force. Now nerve-force though, apparently, continuous, is really a succession of rapid propulsions or explosions of the nerve-matter, as the continuous musical note is a series of vibrations so rapid that the individual detonations are not distinguishable to the ear. If we could imagine a series of bricks and the first turned over by the will, by which the others are "touched off,"—then the whole line again rising and turning over, and this in such rapid succession that the line would appear one continuous brick, as the lighted end of a stick makes a circle of fire when whirled rapidly, some idea of the action of the nerve-particles might be conceived. Or, better, if we could imagine a train of powder instantaneously replaced after being fired, and resupplied as instantaneously, so that the length of the fuse shall appear one continuous streak of fire, we might then have a fair conception of the course of events in the matter of a nerve, engaged in the task of supporting the muscles that are holding out a dumb-bell steadily.

It must be remembered, however, that this nerve-force is not inexhaustible; but that after a brief exertion there is absolute need of rest and relaxation; and that beyond a certain point the will becomes impotent to maintain the muscular strain. Now what is true of the matter of the nerve is equally true of the matter of the brain, with which it corresponds in quality and action. Consciousness is a pulsation and cannot be maintained upon one idea beyond a limited time. Attention is pulsational
and periodic, and cannot be riveted on one point beyond a certain period, which increases in duration with the mental discipline and capacity of the individual. If we fix our eyes on an object and try to keep them so fixed an improper length of time, the object vanishes from the sight; if we try to fix the mind an unreasonable length of time on any concept, the mental state soon becomes a blank, and the practice carried to an extreme tends to idiocy or insanity.

So when teachers order children to look on the book an impossible length of time without "taking their eyes off," or their minds off, they do what they are employed not to do, and what they ought to be routed for doing. It is true that attention should be cultured and that mental concentration should be strengthened in every possible way; but this should be done in a natural, reasonable, and moderate manner. The will is a genuine mule; it may be led, but if goaded it will kick.

THE ORIGIN OF MOUNDS.

The American Antiquarian for September contains an account of the burial customs among the Choctaws. It gives the following testimony of Rev. J. Patsman, a native Choctaw, in reference to the custom of building mounds:

"The mode of burial practiced by the Choctaws consisted in placing the corpse five or six feet from the ground, upon a platform of rough timber made for that purpose, covered with a rough kind of cloth of their own making, or skins of wild animals, and bark of trees. After remaining in that condition until the flesh had very nearly or altogether decayed, the bones were then taken down by the bone-pickers—persons appointed for that duty—and carefully put in wooden boxes made for that purpose, which were placed in a house built and set apart for them. These were called bone-houses.

"Whenever they became full, the bones were all taken out and carefully arranged to a considerable height somewhat in the form of a pyramid or cone, and a layer of earth put over them. This custom, which prevailed among many different tribes, is no doubt the origin of the Indian mounds, as they are generally called, which are found in various parts of the country, particularly in the state of Mississippi, formerly the home of the Choctaws."

TWO GOVERNORS.

Lucius Robinson has failed of reflection to the gubernatorial chair of the Empire State. The question now arises, "Who killed Cock Robin (son)?"

"'Twas I" cries John Kelly.

"'Twas I did, I tell ye—"

"I killed Cock Robin (son)."

"'Twas I did it," cries Tammany.

"'For 'tis I that can lama any Man who opposes me."

With due respect to John Kelly and Tammany we have to differ from them, or at least divide the honors with them of precipitating Gov. Robinson's political dissolution; or to be more modest it was the cause which the Weekly advocates and which Gov. Robinson put himself out of the way to oppose that hurried him into his political grave.

Not a sigh was heard, not a funeral note
As his corpse from the polling-place hurried,
And each teacher discharged a farewell shot
As in Sandy's bay he was buried.

The New York Tribune gives the following review and comparison:

The deep-seated hostility of Gov. Robinson to the common schools, or to certain of their essential features, has long been an open secret among those who have lived near him at Albany. So completely has he succumbed to this hateful infatuation that he finds it impossible to refrain from betraying its true nature, either in his speech or in his state papers. His messages to the Legislature have abounded in hints of its omnivorous and growing character. A comparison of the Governor's expressions in respect to the common schools, in his three annual messages, reveals the fact that his opinions have undergone a marked change within two years. The first message makes no attack upon the principle which underlies the system, but does set forth this doctrine: "It seems to me to be a clear violation of personal rights for the state to go beyond this (primary education) and levy taxes to support free academies, high schools and colleges." In this document was also foreshadowed the attack on the normal schools which Governor Robinson is acknowledged to have inspired. Early in the legislative session of 1877, Mr. Ruggles, now Deputy Attorney General, in the Assembly arraigned the normal schools as too expensive on account of the general system. The heated debate which ensued demonstrated that the gentleman was largely in error in his statements of fact and figures, and consequently so in regard to the declarations made from them. So thoroughly alarmed did several of Mr. Ruggles's colleagues become that they took unequivocal and aggressive ground against both him and the Governor. One notable speech of this nature was made by Mr. Childs, of Sanborn county, a graduate of Hamilton College and present editor of a Democratic newspaper in the district which he then represented. The Governor's partisan in the Legislature went so far as to favor cutting off the appropriations for the maintenance of most of the normal schools. In this act of sheerest folly they over­shot the mark and their designs met with ignominious defeat. The second annual message is more pronounced in tone than the first.

In my judgment a very great wrong has already grown up in connection with our otherwise excellent system. It lies in the principle of applying large amounts of the money raised by taxation to the support of high schools and instruction in all the sciences and high branches of study required in the learned professions.

After elaborating reasons for this assertion, the Governor proceeds:

"Instead of educating the masses of children so as to prepare them for the pursuits and industries upon which they must depend for a living, we educate them in such a way as to make them discontented with their condition, unfit to discharge their duties in a manner more beneficial to their own interests, and take away the strong incentives which compel those who are really able and worthy to win for themselves high position in learning and usefulness.

"Mark how plainly this points in the direction of class education. The third message caps the climax. Alluding to former messages in which he has stated his views in regard to "the proper scope and extent of the schools that should be maintained by general taxation," etc., the Governor proceeds:

"To levy taxes upon the people for such purposes (for academic or high school education) is a species of legalized robbery, and even the recipients come to know it; it lowers their standard of morality and makes them look upon the state as a trust, instead of purely public, opinion. It also breeds discontent on the part of those who are educated, or attempted to be educated, to something above that for which they are fitted. It really disposes them for their advocates to which alone they are by nature adapted, so that not only great injustice but great demoralization results in the result. The argument sometimes advanced, that this system is a blessing to the poor, is an utter fallacy.

"He subsequently adds: "These views are so manifestly just that I have no doubt they will ultimately prevail." In this same official communication to the Legislature of this state—a state that is willing to expend above $2,000,000 annually for the education of its children—as a fitting accompaniment to the sentiments just indicated, the attack upon the normal schools is renewed with a bitterness as inexcusable as it is unwarranted. Evidently the Governor is riding a hobby here, and one that the recent report of the Legislative Committee designated in 1875 to investigate the normal schools completely upset.

"A glance at the report of this committee, at whose head was Mr. John J. Gil­bert, of Franklin county, a conscientious, scholarly gentleman, who has had large experience as an instructor in these institutions, cannot fail to convince any intelligent, unbiased person of the urgent necessity which exists for the development and maintenance of these sources of supply of properly disciplined and equipped teachers for the numerous and rapidly multiplying common schools of the state. Moreover, Governor Robinson cannot have read as carefully as he ought the messages of governors of other states, in which particular emphasis is placed upon the well-nigh insuperable difficulties encountered in the management of school matters in Commonwealths having no adequate normal facilities.

"The Governor may be an economic par excellence, but he is not an educator or a philanthropist; such benefactors of the human race are made of different stuff. I regret to be compelled to add that the Governor's unscrupu­lousness of opinion and want of sympathy with the progressive spirit of the age
which does not seem to have penetrated to and warmed "the cokes of his heart," have carried him to extremities length that have yet been counteracted. I am authorized by the principal of a public school in this city, who is politically a locum, but whose name is for personal reasons withheld, to make the following statement of fact: The gentleman in question attended the State Teachers' Institute which convened at Buffalo last summer. Governor Robinson's attitude toward the schools was much remarked and universally and unprejudicedly denounced by members of the institute, some of whom had talked with him on the subject, and were astonished to find that he overstepped the limits reached in his written messages, and freely advocated class education. That is, the conversion of these persons he had approved of a system of education which should, in the main, insure the rearing of a child in its father's or parents' avocation and station in life. This is the complexion to which he is not of necessity come at low. This is his plan to prevent children of lowly degree from becoming "discontented with their condition." Is not this enough to dislodge the shades of George Clinton, John Jay, Gid. on Hawley and Horace Mann, those sturdy champions of the American system of popular education? It is economy gone mad. It is economy of that sort that "saves at the spigot and wastes at the bang."

It is a fact susceptible of proof that since the publication of Gov. Robinson's first message to the Legislature in 1873, containing the sentiments above specified, the person has been more keenly alive to the magnitude and enormity of the mistake involved than Horatio Seymour, who has a grand, fatherly regard for the common schools, and will not allow them to be menaced with impunity. On the 10th of June, 1875, Mr. Seymour delivered an address before the Alumni of Madison University, at Hamilton, N. Y., selecting as a theme, "The Relations of the State to its Educational Interests," in the course of which he made the following observations:

A controversy has grown up about the schools, academies, and colleges of our country; and it is as far as it goes to excite in the minds of some a hostility to the support by the public of any but what is called primary education. * * * * Both of these extreme parties are wrong. One, because they look at the subject solely in the light of the influence of learning upon the man who gains it, or the other, because they disregard the genius of our Government. * * * * There is still in the public mind an impression that colleges and academies are in some way merely for the advantage of particular professions and not for the general good. It is true that this is the case in Europe, but it is not true here. * * * * The feeling that education in its highest forms gives advantages to some at the cost of others, is untrue and hurtful. * * * * I wish to show what a difference a single page may make in the education of a lifetime, and to prove that the higher institutions of learning can in any way be hurtful to elementary education. While this idea is not distinctly stated, nevertheless, in a covert way, it runs through the arguments. * * * * Men err who look upon learning as the sole property of him who has it, or who hold that giving a man education by public aid is giving him material things at the cost of others. The laws of political economy, of supply and demand, do apply to it, and it is necessary and proper to make the schools a vote but they have votes. And under these votes any opponent of the public school system is as sure to be buried as he would be under the light but smothering snow-flakes of an Alpine storm if he were to lose his way in one of those dreary passes.

It is rumored that Gail Hamilton is coming out in a book against the common-school system of the United States. Had not she and her "plumed knight" better take warning by the fate of Gov. Robinson?

REVIEWS.


This is a book of 914 pages, and yet the price is only two dollars. The author is modest in his title and preface, and aims rather to quicken interest than to satisfy it, quoting Basil Valen- tine who said, "The shortness of human life makes it impossible for one man thoroughly to learn antimony, in which every day something new is discovered," to show by contrast the immensity of the task of mastering the knowledge of "the best thought of the best men of our nation in all times."

The following table of contents will give an idea of the framework of the book, but we have no expectation of giving the spirit of the work in this brief notice: The Forming of the People: Celts; The Forming of the People: First English; Transition English; Chaucer and his Contemporaries; The Fifteenth Century; From the Year 1500 to the Year 1558; The Reign of Elizabeth; From Elizabeth to the Commonwealth; From the Commonwealth to the Revolution; Under William III. and Anne; From Anne to Victoria. To give an idea of the style, the opening sentences may not be amiss:

"The literature of a people tells its life. History records its deeds; but Literature brings to us, yet warm with their first heat, the promptings of the soul, who se blended energies produced the substance of the record."

To prove that the author is catholic in spirit, it is only necessary to say that he gives ten pages to the influence of Celtic literatures and states that in the following average stanza from the Celtic there are more similes than in the six thousand and odd lines of "Beowulf," the first heroic poem of the Teutonic section of the English people:

"Both shoulders covered with his painted shield, / The hero there swelt as the war horse rushed. / Noise in the mount of slaughter, noise and fire, / The daring lanes were as gleams of sun. / There the glad raven fed. / The foe must fly / While he so swept them as when in his course / An eagle strikes the morning dwes a sieve, / And like a whelming billow struck their front, / Brave men, yet say the bards, are dumb to slaves. / Spears wasted men, and ere the swan-white steeds / Trod the still grave that hushed the master voice, / His blood washed all his arms. / Such was Budvan / The son of Beowulf the bold."

The work is thoroughly philosophical throughout. The selections from authors are not very copious, but such as are given are quite telling. Indeed in this respect the work is almost curious;
OLD AND NEW STYLES.

The late Dr. Nathaniel B. Shurtleff of Boston, well-known as a skilled antiquarian, some thirty years ago had printed an octavo edition of "A Perpetual Calendar for Old and New Style," for the use of a few antiquarian friends, who had been subjected to great inconveniences in referring, for the verification of dates and the solution of chronological problems, to tables, far too complicated for very frequent use. In 1851 he prepared a second edition of "150 copies for private use," in elegant large paper quarto, "to extend the facilities of the Tables to a few more friends." His observations on "Old and New Style" are so clear that we reproduce them here for the benefit of those who are puzzled to know upon what dates to observe the anniversaries of events that transpired previous to 1752.

Large errors having arisen in the Julian method of computing time, a reformation of the Calendar was undertaken by Pope Gregory XIII., and effected in 1582. The alteration caused by this reformation produced what is commonly termed the Gregorian Calendar, and the mode of reckoning time called the Roman or New Style.

"By the Julian Calendar the year consisted of 365 days and six hours, instead of the true time of the duration of a solar year; thus making the year too long by about eleven minutes. From the time of the Council of Nice to the time of Gregory, this difference had amounted to ten days. In order to obviate this error, it was ordained that the year 1583 should consist of 365 days only, and that ten days, between the 4th and 15th of October, should be thrown out of the Calendar of that year; and also, to prevent further irregularity, that no year terminating a century should be bissextile, excepting each fourth of such years. Three days are thus retrenched in every four hundred years, because the lapse of eleven minutes for every year makes very nearly three days in that period; leaving an error of one day only in about 5200 years.

"It will assist the memory by observing, that, when a year ending with oo is divisible by 400 without a remainder, it is Leap Year; and, when there is a remainder, the year consists of 365 days only.

All other years in the century, divisible by 4 are, likewise, Leap Years; and, consequently, have two letters in the Dominical Tables. All common years begin and end with the same day of the week.

"The New Style of reckoning time was not adopted in Great Britain and its Colonies until 1752, the when the correction, for obvious reasons, had increased one more day. From the time of the formation of the Gregorian Calendar in 1582 to the year

\[\text{\footnotesize\(1752\)}\]

\[\text{\footnotesize\(1752\)}\]
The difference in the present century is twelve days. From 1900 to 2000 inclusive it will be thirteen days,” Encyclopedia Britannica.

SOME ELEMENTS OF SUCCESS.

SUP'T. MARY ALLEN WEST, in Galesburg Republican Register.

DURING the last school year, I have visited one hundred and seventy-four schools. Many of these are attaining a high degree of success, and I have carefully noted the elements contributing to this success. These elements are found in varying proportions in different schools, but I have never yet found a successful school in which the following conditions were not in a good degree realized:

1. An A No. 1 teacher, thoroughly prepared for work, delighting in it, and permanently retained.
2. A united district, interested in the school, each individual feeling a personal responsibility concerning it. Quarreling in a district will neutralize the best efforts of the best teacher in existence.
3. Intelligent, public-spirited directors, interested enough in the school to visit it, and competent to appreciate the work done there.
4. At least a few parents of like qualifications; the more the better.
5. Plenty of blackboards, slates, maps, and dictionaries.
6. Uniformity of textbooks.

These seem to be conditions precedent to success. Others are found in schools attaining the highest excellence. In this enumeration I have given only those without which success is impossible; and, happily, these conditions are attainable by every district in Knox county.

The best results are attained in those schools whose teachers have made most thorough preparation for their work. In any other business or profession it seems self-evident that the best work will be done by those who are most thoroughly prepared. But so many people—even school officers—seem to think that teaching is an exception to this rule—that those who have made no preparation can teach just as well as those who have spent years in this work, that it seems necessary to call especial attention to this point.

One explanation of the opposition to normal schools is this mistaken idea of many persons concerning the preparation necessary for teaching. Could the greatest sceptic on the matter of normal schools visit the Gibbs school, Lynn, taught by a teacher who has enjoyed normal training, and compare it with a neighboring school whose teacher has made no preparation for her work, not so much as attending a township institute when it is brought almost to her own door, he would be convinced that normal training does pay.

I notice that in all our best schools the teachers’ preparation was both general and specific, that is, they have a thorough education to begin with, and they do not cease to be students when they become teachers; then they have made the science and the art of teaching a study; they read the best works on education, take educational journals, attend Drills and Institutes, and in every way strive to learn the best way of doing their work. So much for their general preparation. Their special preparation for each recitation is no less thorough. The teachers most successful in their work are those who are not ashamed to study and prepare for each exercise, fearing that if they do, people will think they do not know enough to
teach. The lady whose examination marks are the highest of any in the county, has this spring spent half an hour each morning before school preparing herself to teach her little Primer class and placing work for them upon the board. Another who ranks very near her in scholarship, experience, and success in teaching, makes equal preparation for teaching even the lowest classes. The result is that little ones fortunate enough to be under such tuition make such rapid progress that two or three years’ time is saved to them in their school course.

Another thing I notice is that those scholars who, through oral lessons in botany or zoölogy, are trained to observe closely, are most proficient in spelling, writing, arithmetic, and language. I marked this in visiting schools; it is very noticeable in our Fair work. In schools thus trained their written work shows scarcely a poorly formed letter and no blots, their arithmetic and spelling are almost perfect, and their compositions and letters are delightfully written. In sharp contrast is the work of a school that does not believe in “wasting time on such foolishness,” whose work is ornamented with ten winged butterflies and figures of animals it would break no commandment to worship.

And good teachers always find time to do the necessary work of the school. When I hear a teacher continually complaining that he has not time to teach reading properly, or writing, or the correct use of language, I know at once that he is either lazy or shiftless, or, to put it in a less objectionable form, that he is lacking in energy or in the “know how.”

ABSTRACT OF PROF. MARSH’S ADDRESS.

Prof. G. H. Failing, Kansas Agricultural College.

At the Saratoga meeting of the American Association for the Advancement of Science, the retiring president, Prof. O. C. Marsh, delivered an address on the “History and Methods of Paleontological Discovery.” Coming from such eminent authority, it cannot be otherwise than interesting and instructive. The historical portion is a compilation of facts that are accessible to few; but he does not content himself by compiling facts. He studies relations, and traces a constant growth in knowledge of paleontology. The history of this growth is divided into four periods.

The first period dates back to the time when men first noticed fossil remains in the rocks. The principal characteristic of this period is the uncertainty regarding the nature and origin of these fossil remains. Were they veritable animal remains, or were they “sports of nature?” The period ended with the beginning of the eighteenth century. The various theories that were advanced to account for these remains are both interesting and amusing, but cannot be noticed in this abstract.

During the second period, comprising the eighteenth century, it was admitted that fossils were real organisms; but it was generally believed that they were deposited by the Mosaic deluge. Over this point, the contest was a bitter one. To illustrate the obstacles to the advancement of science, allusion is made to Buffon, who, soon after the publication of his work on natural history, received a letter from the Faculty of Theology of Paris, stating that fourteen propositions in his work were reprehensible, and contrary to the creed of the church.” Buffon was compelled to recant, and to publish the recantation in his subsequent works. Many amusing incidents and ludicrous blunders are given. During the latter portion of the eighteenth century, the belief that fossil remains were deposited by the Deluge slowly declined, and the new era gradually appeared. The progress of the century may be outlined thus: Fossils were the remains of plants and animals. They were not relics of the Mosaic deluge. Part had been deposited in fresh water, part in the sea. Some belong to a mild climate, others to a tropical one. Something, also, was known of the geological position of fossils. “The greatest advance, however, up to this time, was that men now preferred to observe rather than to believe.

The third period extends from the close of the eighteenth century to the middle of the nineteenth. Two characteristics of this period were, “the accurate determination of fossils by comparison with living forms,” and “the belief that every species, recent and extinct, was a separate creation.” Among the workers in this field, in the earlier portion of the epoch, Cuvier, Lamarck, and William Smith stand out in bold relief. In the latter part, a vast army of earnest workers were striving to reveal the mysteries of nature. “In the physical world, the great law of ‘correlation of forces’ had been announced and widely accepted; but in the organic world, the dogma of the miraculous creation of each separate species still held sway, almost as completely as when Lucretius declared (in the eighteenth century): ‘There are as many different species as there were different forms created in the beginning.’ But the dawn of a new era was already breaking, and the third period of paleontology we may consider now at an end.”

The fourth period of paleontological history began about twenty years ago. It is the period of the present. Its two main characteristics are the belief that “all life, living and extinct, has been evolved from simple forms,” and the “accepted fact of the great antiquity of the human race.” The publication of Darwin’s Origin of Species has revolutionized scientific thought. Lamarck proposed the theory of Evolution. Darwin changed it into a doctrine, and has shown how existing forms may have been derived from those of the past. “In the last epoch, species were represented independently by parallel lines; in the present period, they are indicated by dependent, branching lines.”

Among the results in vertebrate paleontology are the tracing back of the larger mammals “through allied forms, in a closely connected series, of early tertiary times.” The evolution of the horse is demonstrated by specimens now known. “The demonstration in one case stands for all. The evidence in favor of the genealogy of the horse now rests on the same foundation as the proof that any fossil bone once formed part of the skeleton of a living animal. A special creation of a single bone is as probable as the special creation of a single species.” Other evidences are adduced; and the paragraph is closed by this unequivocal statement: “For such reasons, it is now regarded, among the active workers in science, as a waste of time to discuss the truth of Evolution. The battle on this point has been fought and won.” The two lines of research—extinct forms and embryology—supplement each other. A review of the evidence of the antiquity of man is given. It is considered established that man existed in the tertiary period, which, according to fair estimates, would be two hundred and fifty thousand, or more, years.

The address is a concise history of the growth of the science of geology. It closes thus: “I have endeavored to define clearly
the different periods in the history of paleontology. If I may venture, in conclusion, to characterize the present period, in all departments of science, its main feature would be a belief in universal laws. The reign of law, first recognized in the physical world, has now been extended to life as well. In return, life has given to inanimate nature the key to her profounder mysteries—Evolution, which embraces the universe. What is to be the main characteristic of the next period? No one now can tell; but, if we are permitted to continue, in imagination, the rapidly-converging lines of research pursued to-day, they seem to meet at the point where organic and inorganic nature become one. That this point will yet be reached, I cannot doubt.

This Association has for its members the leading scientists of the country; and the papers read at its sessions may be considered a fair exposition of the scientific thought of the day.

The election of Long to the governorship of the Old Bay State is a public school triumph. Mr. Long is a literary man, a translator of Virgil’s ‘Aeneid.’ Much gratulation was felt and expressed at the election of Prof. Scytle to Congress. The same sentiment may be cherished in the case of Gov. Long. There are worse men in the world than Ben. Butler, but the age is becoming too refined for such rude methods as the great B. B. favored. Taste, scholarship, refinement, in a word culture, will not be at a discount in the future so much as in the past. Pedagogues to the front!

**WHAT IS THE “QUINCY PLAN”?’**

WILL you tell us about the “Quincy Plan”? What is it? The New York Tribune, Herald, the various eastern educational papers, including the New England Journal and New York Public School Journal, come to us freighted with brave words about an educational reform. Charles F. Adams Jr., and the good people of Quincy, Mass., have discovered and adopted a “Plan” which we are told marks the beginning of a new era in school management. Indianapolis, Moline, and a host of other papers take up the cry until, here, far away from the center of civilization and culture, the mountains reflect the echo “Quincy Plan,” so aggravating, because no word of detail is given, no method suggested whereby we may appropriate the features of this reform.

I have read with interest the Reports from the able superintendent of Quincy; I have read the pamphlet of Charles F. Adams Jr., but can find no intimation therein of this “new departure,” so highly commended by the press.

I can seem to understand the feelings of Col. Parker, when he finds his name placed so prominently before the school men and women of the country. No effort of his has brought this publicity, so distasteful to a modest and able schoolmaster, about. But it is done. Colorado and the Utes are so far removed that no current news, save of great events, reaches us.

Allow me to advise the Weekly that it has no right to withhold this desired information. Mr. Adams with the “Quincy Plan” is not a patent institution. His new discovery belongs to the world for the furthering of the interests of the schools.

If there be really some new or hitherto unused organization, method, or appliance, or if the results of the Quincy school examinations differ from scores of schools in the Mississippi valley, let us have the secret. But if, as your Indianapolis correspondent suggests, Quincy and Mr. Adams have recently adopted the methods and detailed plans of scores of towns within three hundred miles of your sanctuary, let the fact be proclaimed. Should the latter be true, let the Boards and teachers east of the Hudson be invited to spend a while visiting your schools. Wisconsin, Illinois, Iowa, and Indiana will open their doors and delight in telling the visitors what they are trying to do. I have been so welcomed there.

Here in the mountains we anxiously watch for the truest and best connected with any of your schools, eager to appropriate whatever excellence you adopt, never asking nor caring whether born east or west. But tell us in your columns all about the “Quincy Plan.”

DENVER, Nov. 1, 1879.

**PREMIUMS FOR SUBSCRIBERS.**

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

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<th>Books Worth</th>
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The following books are particularly recommended:

- Kennedy’s Philosophy of School Discipline
- Hannas’ Unconscious Tuition
- DeGraft’s School-room Song Budget
- Gilder’s Method of Teaching Numbers
- DeGraft’s School-room Chorus
- Wedgwood’s Topical Analysis
- Hooper’s Essay on Methods in Teaching
- Regents’ Questions, 25 cents each, complete.
- Holbrook’s Normal Methods
- Phelps’ Teacher’s Manual
- Northend’s Teacher’s Assistant
- Page’s Curricula and Practice
- DeGraft’s School-room Guide
- Johonnot’s Principles and Practice of Teaching
- Kidder’s How to Teach
- Craig’s Common School Question Book
- The Normal Question Book
- The Orator’s Manual
- Wickersham’s School Economy
- Wickersham’s Methods of Instruction
- Getting on in the World
- Words; their Use and Abuse
- Webster’s New International Dictionary, 1040 pp., over 600 illustrations, Sheep.
- Webster’s Unabridged Dictionary
- Webster’s Unabridged Dictionary, 1228 pp., with Supplement

For subscribers:

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

If the price exceeds the amount due on premiums send the balance in cash. Do not wait to make up your whole list before sending. Send the first two names, stating that they are to be placed to your credit for a premium, and add more as you get them.

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

Always state whether your order is a renewal or a new name.

Date your letters fully and carefully, and state in 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 the Citizens’ National Bank 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.

THE STATES.

Illinois.—The Twenty-sixth Annual Session of the State Teachers’ Association will be held at Bloomington, Dec. 29, 30, 31. Monday, Dec. 29, 7:30 P.M., Address of Welcome, Hon. Lawrence Weldon; Response by the President; President’s Annual Address. Alfred Harvey, Paris. Tuesday, Dec. 30, 9:00 A.M., How or Why, Which, and How Much, Samuel E. Harwood, Carbondale; A. J. Smith, Springfield, J. G. Shenid, Danville; 10:30 A.M., Primary School Work, Miss Lily E. Skats, Chicago, Miss Nettie E. Waugh, Peoria, Miss Charlotte Lundhi, Chicago; 11:50 A.M., How to make the School System of Drawing is a general favorite.--Prof. J. Wernli, Le.

The five loteis

School—Recess.

Boyd, Parsons College. Discussion, Paul Lambach, teacher of drawing, is the man for the place.

County Superintendent A. M. Lina has issued a call for a meeting of the directors and school officers of Henry county at Mt. Pleasant next Saturday. The expenditure of school money, the cooperation of patrons and directors, the harmony and unity of purpose between teachers and officers, and the text-books are important questions that will be discussed.

Prof. Benjamin L. Cozler, formerly principal of the Mt. Pleasant school, manages a good drug store nowadays.

Mt. Pleasant has just finished a new $3,500 schoolhouse. It will be opened the beginning of next term.

Mr. A. J. Casebier, formerly of Tipton, is principal of the new school at Suto, Nevada. Springfield township, Cedar county, recently purchased some Unabridged Dictionaries (Webster’s) for the schools of the township.

PROGRAM OF THE IOWA STATE TEACHERS’ ASSOCIATION, 1879.

Monday, Dec. 29, 7:30 P.M.—An appropriate program as arranged by the Local Committee. Tuesday, Dec. 30, 9:00 A.M.—Organization. 2. Appointment of committees. 3. Miscellaneous Business. 10:00.—How may the high schools be strengthened and built up in popular favor? Paper by S. T. Boyd, Parsons College. Discussion, Sup’t. R. Sanderson, Burlington, 11:00.—How to get the greatest good from the “Public Expenditures for Schools.” Paper by Prin. C. G. Kretschmer, Dubuque. Discussion by Sup’t. D. W. Lewis, Washington. 12:00.—Recess. 1:00.—Opening Exercises. 2:15.—What is the Fundamentals of an Education? Paper by Prin. E. E. Hunsperger, Columbus Junction. Discussion, Sup’t. J. D. Hornby, Harrison county, 3:00.—Academic Instruction in Normal Schools; where begin and where end? Paper by C. E. Pomeroy, D. D. (late President Emporia Kansas Normal School), Des Moines. Discussion, Prin. H. C. Cox, Dexter Normal and Scientific Institute, 4:00.—Essay—Miss Menza Rosencrans, Sio Geneva. 4:00.—Recess. 7:30.—President Eliot right in saying that Collegiate Education for Women is a failure? Paper by Prof. H. J. Cook, Cornell College. 8:00.—How may Educational institutions be so directed as to counteract the tendencies to Insanity? Papers by Mark Kinney, M. D., Sup’t Mt. Pleasant Insane Hospital, and Principal Spalding, Wesleyan University. 9:00.—Election of officers for ensuing year.

The Educational Weekly.
The election of last Saturday was a success and terminated in Jiajbty.

W. C. Whiffrord is reflected State Superintendent by a large majority in spite of every sort of malicious and unscrupulous opposition.

The towns of River Falls and Troy, Joint School District No. 1, are going to have a fine new school house. The cost, with furniture and warming apparatus, is to be $9,000.

KANSAS.—The election of last Saturday was a success and terminated in favor of refunding the school bonds. The new bonds will be issued June 1st, 1880, to be paid as follows, $1,000 in one year, $2,000 in two years, and $3,000 in nine years, with six per cent interest.—*European Graphic*.

The school superintendent of Topeka reports an enrollment of 300 more pupils during last year than the year previous. The total enumeration this year is 3,678; population of the city, 12,500; valuation of school property, $75,000. The increase in the school population over last year is 82%. At that rate of increase the close of the present year will see 5,000 children in the city. The present school facilities are inadequate to accommodate all the children and more buildings will have to be erected. The proposition of voting bonds for the same was to be submitted to the people last Tuesday.

Fort Scott is erecting a new building for a normal school, to cost three thousand dollars.

NEBRASKA.—The editors of the *Weekly* would be thankful for more educational items from this state. Our subscribers are to be found quite thickly sprinkled through every county, and each one is invited to send in the news from his locality. The *Weekly* will do its best to give full and fair representation at every issue. The *Weekly* is the only newspaper in the state with a high reputation for its educational columns. It is the official organ of the state board of education.

The purpose of this paper is to give an account of the educational developments in the state of Nebraska during the last few months. The state board of education has made strides in the direction of improving the educational facilities of the state. The new laws have been passed, and the state superintendent of schools has been appointed.

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The following rules will guide the Board in carrying out the provisions of this law:

1. There will be two grades of certificates, to be denominated, respectively, as first grade and second grade.

2. Certificates of the first grade will be granted only to those who may be invited to make application for the same.

3. Only such persons will be invited to apply for a certificate of the first grade as are known by the Board to be eminent as scholars, and successful educators of large and varied experience in the public schools of the state, and who are now engaged in that work. Not more than fifteen will be invited to become applicants for this grade of certificates prior to January 1, 1881, and the number invited during any year subsequent to that date shall not exceed five. Each applicant will be required to read before the board a thesis upon some educational topic, and deposit the same with the board.

4. Applicants for certificates of the second grade must comply with the following conditions:

   a. They must furnish satisfactory evidence of good moral character.

   b. They must furnish satisfactory evidence of having taught not less than thirty months with decided success, at least ten months of which shall have been in this state.

   c. They must pass a very thorough examination in orthography, penmanship, reading, arithmetic, grammar, geography, U.S. history, algebra, plane geometry, school law of Michigan, and the theory and art of teaching.

   d. They must pass a satisfactory examination in natural philosophy, physical geography, anatomy, and physiology, botany, zoology, astronomy, chemistry, general history, and geology.

   e. Written testimonials from responsible persons will be required as evidence of good moral character.

   f. Written testimonials from employers will be required as to success in teaching.

   g. The testimony upon this point must be clear and explicit.

   h. The application, accompanied with the examination fee, together with satisfactory evidence relative to character, length of time taught, and success in teaching, must be furnished at least twenty days before the first day of examination. Any one whose credentials are unsatisfactory will be promptly informed of that fact, and thereby saved the expense of attendance upon examination.

   i. Papers forwarded as testimonials must in all cases be originals. When copies are sent for filing in this office, the originals will be returned, but not otherwise.

   j. Both the oral and written methods of examination will be employed. A definite time will be allowed to each topic, varying with the nature of the subject and the number and character of the questions proposed.

   k. Each examination will continue three days, and applicants for a second-grade certificate must be in attendance throughout the entire examination. Applicants for the first-grade certificate must be in attendance the last day of the examination.

   l. No announcement of the results can be made at the immediate close of the examination. The careful examination of papers written, and the filling out of certificates, will require several days' time.

   m. A State certificate entitles the holder to teach in any school district of the state without further examination, and is valid for ten years, provided the personal and professional reputation of the holder remains untarnished.

   n. It is intended by the State Board of Education that this certificate shall be granted only to those who, by their broad culture and successful experience in educational work have given character and dignity to the profession in this state.

   o. Examinations will be held in Lansing during the current school year as follows:

   p. Wednesday, Thursday, and Friday, December 31, January 1, and 2.

   q. Tuesday, Wednesday, and Thursday, March 30, 31, and April 1.

   r. Tuesday, Wednesday, and Thursday, June 29, 30, and July 1.

   s. Examinations will begin each day at 9 o'clock A.M.

   t. If circumstances make additional examinations desirable, due notice of the same will be given through the press.

   u. All communications should be addressed to the Secretary of the State Board of Education, Lansing, Mich.

   v. J. BACTER, EDGAR REEDER, C. A. GOWER, GEO. H. EDWARDS

   State Board of E. M. A.
I M I L L O ~-- T H E S C O U L ~ M O N H L.

OFFICE OF
Superintendent of Public Instruction.
SPRINGFIELD, NOV. 8, 1879.

To the Editors of the Weekly:

I shall be glad to have the enclosed article published in the Weekly, since I am receiving a great many letters on the points considered in it.

Very Truly Yours,

JAMES P. SLADE,
State Superintendent.

1. When a teacher contracts to teach a certain number of months at a certain salary per month, a calendar month is understood, and he is entitled to receive his pay at the end of every such month; but not until after his schedule has been delivered to the directors.

2. A calendar month is a month reckoned by the calendar, and, beginning with any day of any month as named in the calendar, it ends with the day preceding the corresponding day in the following month; as, Oct. 13th to Nov. 14th inclusive is a calendar month.

3. If a teacher makes a contract to teach five months, he has completed his part of the contract when he has taught all the school, except such of them as are legal holidays, and such special holidays as are granted by the directors, in five calendar months reckoned from the day when he begins school. But in order that a school district may draw its share of public funds it must show that during the year ending Sept. 30th preceding the distribution, it had a school "in operation for at least one hundred and ten days of actual teaching without reduction by reason of closing school upon legal holidays, or for any other cause." [See School Law, Sec. 48.]

4. The fact that the school law defines the school month does not prevent school directors from making contracts with teachers to teach at an agreed price for twenty or twenty two days' teaching, as they may hire them by the week, or by the day. In case a specific contract of such a character is made, both parties to the contract are bound by its terms, as far as they are legal.

5. If a teacher is employed by the month he should make out his schedule at the end of each month. But as the law requires that schedules for the time taught up to two days before the first Monday in October and April shall be filled with the township treasurer, by the director on or before these dates, the teacher must make out a schedule for a fractional month at those dates if necessary. If teachers and directors agree so to do, the teacher may make out his schedule at the end of each month as named in the calendar; as at the end of October, November, etc. This course would usually make the first and last schedules of the term each cover a part of a month only.

6. If for any reason a teacher loses one or more days during any month, the lost time can be made up at the end of the month, and the schedule made out when the time has been made up, so that it will show a full month taught; or he can make out his schedule when the calendar month ends (in this case the month will be fractional and he will be entitled to but part of a month's salary) and make up the lost time at the end of the term. But it must be remembered that the teacher does not lose time when the school is closed upon legal holidays, or upon special holidays granted to the school by the directors.

7. When a teacher is employed by the month his pay for part of any month will bear the same ratio to his pay for a month that the number of school days in the calendar month of which they are a part, as, if a teacher taught twenty days during the calendar month beginning Oct. 6th, and ending Nov. 5th, 1879, he could claim 20-23 of a month's salary, since there were twenty-three school days in that month; and if he should teach twenty days during the calendar month beginning Nov. 3d and ending Dec. 2d, 1879, he would be entitled to 20-21 of a month's salary, since there are twenty-one school days (thanksgiving day out) in this month.

JAMES P. SLADE,
State Sup't of Public Instruction.

A CALL FOR PRACTICAL ARTICLES.

To the Editors of the Weekly:

You will be kind enough to pardon me for presuming to suggest anything to you in your editorial work, but I feel so much the need of practical advice as to school management and methods of instruction that I appeal to you for help. Had I opportunity I could visit neighboring schools and see for myself, but as I have not, may not I and others ask the use of your experience and observation?

My teachers need help in the arrangement of programs, advice concerning the marshalling of their classes, methods of getting the attention of their pupils, how to teach reading, and in fact all the branches, in securing regular attendance, in curing latesness, and I may say in all that pertains to successful school work.

Would it be practicable for you to tell us how some of Chicago's most successful teachers actually manage their classes? I may not make myself very clear to you, but if you can help us by seeing for us, you will be a benefactor to a needy class, and receive daily thanks. Pardon my boldness and attribute it to a desire for help.

Sincerely yours,

ERASTUS CROSSBY.

LONG ISLAND CITY, N. Y., OCT. 30, 1879.

We would like to accommodate our correspondent, but we have not time to do so. We have space however, and would welcome to our columns articles of the kind he suggests. It is his place rather than ours to supply such material. The Weekly is the proper field in which teachers should display and interchange views and methods.

ARE YOU SCOTCH-IRISH?

To the Editors of the Weekly:

Please answer through the columns of your valuable paper the following questions:

1. What is the meaning of the term "Scotch-Irish" as commonly used?

2. Was either of Andrew Jackson's parents Scotch?

W. H.

1. "Scotch-Irish" means natives of Ireland descended from Scotch settlers in Ireland. The penal code of Elizabeth retarded the progress of the Irish in a marked manner; the Cromwellian invasion almost depopulated the island, and the restrictions on its trade, commerce, and manufactures checked its industries, which were threatening to outstrip those of Britain as American competition is doing now, after Ireland recovered from the conquest of William, Prince of Orange. At various times colonies of English and Scotch went to Ireland to take the land of the disqualified and disposed Hibernians, the English settling in the middle, and the Scotch in the north. The term Scotch-Irish is of American manufacture; it is not known in Ireland, and it is used by certain "far-downs" who wish to disguise or dilute the circumstance of their being Irish.

2. Neither of Jackson's parents was Scotch. Both were natives of Carrickfergus. See Parton's Life of Andrew Jackson.

SCHOOL SONGS WANTED.

To the Editors of the Weekly:

I should like to get from time to time "piece music" to introduce into my school; such, for instance, as, "Never Be a Traitor," published in the Weekly, 132.

I think, were you to publish some good pieces at the very lowest cost possible, there would be a demand for them among teachers. Will you do it? Please answer through the columns of the Weekly and oblige.

Yours truly,

GEO. W. BAKER.

BURLINGTON, Ia., Nov. 3, 1879.

In response to our friend from Burlington we will say that in a few weeks we hope to have ready a small collection of such songs as he mentions, and if there is sufficient demand for them we shall continue the publication of such cheap collections from time to time. We shall be pleased to know that they are wanted, and such of our readers as are interested are invited to give us suggestions as to their character, etc. Unless otherwise persuaded we shall publish them for ten cents apiece, or $5 per hundred—about 32 pp.
A QUESTION OF SCHOOL LAW.

To the Editors of the Weekly:

1. Has Illinois any law forbidding teachers to inflict corporal punishment? This is a question which is at present agitating the minds of many in this part of the country. By answering it through your columns you will greatly oblige a subscriber and appreciative reader.

2. Was not a bill abolishing corporal punishment introduced into the Illinois Legislature a year or two since and defeated? Such is my impression.

DOROTY, ILL., Oct. 28, 1879.

INQUIERER.

CHICAGO NOTES.

Monday, the 17th, has been set aside as the children's day for the reception of Gen. Grant. Certain streets will be kept clear of vehicles, and upon these the children and their teachers will assemble to pay their respects to the General, who will stroll through them in a free and familiar manner. We doubt not that the ovation will be as great in numbers as it will be enthusiastic and cordial.

We cautions teachers against sending suggestions upon methods to the office of the board of education. Such a one, on account of a grammatical error, was lately made the subject of ridicule in the presence of Thos. W. Bicknell, editor of the New England Journal of Education. Upon that occasion, Mr. Doty remarked that there were "many poor sticks still left from the former administration." But unfortunately for the position of the "big D. D.," the party guilty of the solecism is a very recent appointment.

The teachers of the Washington School have chaired their former principal in an elegant and costly manner. It was quite worth while for him to be unseated rudely for the sake of being reseated for life so generously and tenderly. Indeed he never expected to be put into so soft a thing. It is at once a chair of state, an editor's easy chair, and, if for no other reason but to thank his true friends at the Washington School, he is determined to live long enough to turn it into a grandfather's chair.

While his gratitude under all the circumstances is inexpressible, he still fancies that there may be a little mischief lurking in the intention of the gift, since its use s s plainly suggests his practice while principal of the Washington. But however that may be, notwithstanding his levity of manner and serenity on paper, he has a spot as soft, for his late associates, as the cushions in which they have placed him, and one which shall be warm for them until it is cold for keeps.

At the last meeting of the principals' association S. H. White, after listening to the remarks of the assistant superintendence, said that he regretted that the system had reached the point at which it became necessary to offer to the principals suggestions appertaining to the work of the first and second grades, suggestions with which normal pupils should be familiarized. The want of a normal school is the cause of the sad but ludicrous out-of-place of Mr. Delano's remarks. The impertinence of poor little Delano, who knows practically nothing about elementary teaching, to lecture principals, who, in the main, know everything about it, would be inexcusable, were it not that he labors under the hallucination that when he rises to address the principals he is speaking to his normal girls.

By the way, in the event of Mr. Howland's declining the superintendency, how would it do to relegate Delano to the normal school; make Mr. White, who is Mr. Doty's cousin, and who knows Doty like a book, the assistant till the end of the school year, if there must be such an officer, and then let the cousins change places, or, better still, let Doty take Ward's place. We do not wish to hurl Doty out into starvation; all we want is to save the school, and we do believe that Mr. Doty is competent to buy tin caps and superintend the calking and cleaning of school-houses.

In a late number of the WEEKLY we showed that $40,000 might be saved to the schools by lopping off the supernumeraries and superfluitives of the present management. The amount paid teachers per annum is, in round numbers, $500,000, of which sum $40,000 is 8 per cent. The new revenue law limits the tax levy to two per cent of the assessed value of the property, which will necessarily diminish the revenue of the city next year to the extent of $700,000. The teachers need not fear that the common council will curtail the wages of their pets in the police and fire department, in order to preserve the integrity of the schoolma'am's salaries. Hence the inevitable reduction of expenses in the school department.

Now if the saving is not made by cutting off the excrescences it must be made by taking a great shaving off the healthy body. The office force have the advantage of the teachers, inasmuch as they enjoy personal contact with the board. The German is entrenched behind its political importance. So, if the teachers do not "make an effort," the many will suffer that the superfluous few may be spared. Saving the $40,000 worth of unnecessary will of course inflict a loss of $40,000 upon the rank and file, or 8 per cent of their salaries. Now, teacher at $650, is the alterative trinity, Doty, Delano, and the Dutch, worth you the sum of $52 per annum? Principal at $1,650, are Ward, Johnston, Doty, Delano, the Dutch, and the Dutch Doctor, Doty's Blanks, and the discontinued evening schools worth you the sum of $132 per annum? If not, say so to your committee man and friends on the board. You can do so in perfect confidence, and trust them as honorable men and gentlemen, with the single exception of the railroad lobbyist, the plotting, obstreperous, and offensive fellow, Richberg.

PUBLISHER'S NOTES.

The recent rise in the price of paper has made it necessary to revise our wholesale rates on Examination Paper. See advertisement.

As the partisan platforms say, "we point with pride" to the advertising department of the WEEKLY and hope that no one in this vicinity is disposed to "view it with an arm."

"It is with pleasure that we call attention to the half-page advertisement of Messrs. A. S. Barnes & Co. The works therein mentioned are standard. Some are new and some have been before the public many years. The new ones are more than up in the improvements of the times, and the names of the older works—if indeed works of such mechanical execution can be called old—are household words.

The full page advertisement of Ivison, Blakeman, Taylor & Co., now in for the third time, is both useful and ornamental to the WEEKLY, and compulsory as it reads to the character of the works mentioned, we can give our personal endorsement to every word of its text. The books of Prof. Swinton are all that they pretend to be, and the professor himself is an ingenuous man, a whole souled and appreciative one, as well as a gentleman and a scholar.

He was a pupil of Mr. George Howland, Principal of the high school, and the choice of the WEEKLY for superintendent.

We have been silent for a week or two about the advertisement of Calthagam & Co. in another page. We can speak particularly of the value of Von Hoist's Constitutional History of the United States. This work is peculiar in that it casts side-light upon the history of this country that are thrown by no other means of which we are aware. We do not say that no teacher should be without it; but we do say that no person engaged in teaching history has any right to go on with a class of bright, inquiring children without availing himself or herself of this means of shedding new light upon and gaining a clear insight into the history of the United States.

The Lunar Telluric Globe advertised in another column is one of the most if not the most ingenious things of its kind in the world. We have never seen and cannot imagine a simpler contrivance for giving a vivid and correct idea of lunar and terrestrial motions.

By its use the pupil can easily understand the inclination of the earth on its axis, the form of the earth, the size and position of the continents, the daily revolution of the earth, latitude and longitude, the ideal lines, equator, great circles, etc., the moon's phases, eclipses of the sun and moon, the tides, the moon's path through space, the annual revolution of the earth around the sun, the changes of the seasons, the variability in length of day and night, the relation of the earth to the signs of the Zodiac, the cause of six months' day and six months' night at the poles, etc., etc.

It is the most complete instrument for illustrating astronomical geography we have ever seen, and every school-room should be supplied with one. The price is no more than that of an ordinary globe.
Goods at Chicago Prices.

EDUCATIONAL PURCHASING AGENCY.

Prompt, Experienced, Reliable.

Goods carefully selected and forwarded to all parts of the country at lowest market prices.

The Educational Purchasing Agency

is maintained for the sole purpose of buying the latest and best goods at the lowest prices, for teachers and schools at a distance from the city. It keeps only a limited supply of goods on hand, and those chiefly new or standard books,—like dictionaries, encyclopedias, and the latest school books,—and most orders are filled directly from the manufacturer or publisher. If not to be had in Chicago, the goods are ordered immediately from New York, Boston, or Philadelphia.

Perfect Satisfaction

is guaranteed in every case. Our long experience in buying and selling for schools and teachers enables us to determine at once the kind of article desired and the place where it is manufactured, and thus our purchases are always made at first cost and our goods are always new.

Second Hand

books and merchandise can be procured if it is desired, and any information respecting condition and value of second hand goods is promptly furnished correspondence.

Exchanges

of school or library books may be effected by paying a cash commission of ten per cent on retail price of books obtained, and freight charges both ways. For instance, you may have

1. Barnes' Brief History,
2. Warren's Common School Geography,
3. Robinson's Progressive Practical Arithmetic,
4. Webster's Unabridged Dictionary,

which you wish to exchange for

1. Anderson's U. S. History,
2. Swinton's Complete Geography,
3. Olney's Elements of Arithmetic,

If the two lots of books are in equally good condition, your only expense besides freight charges will be $1.60, which is ten per cent of the retail price of the books obtained by you.

If the two lots of books are not in equally good condition, or of equal value, an allowance will be made in favor of the better lot, according to terms which can be fixed by correspondence.

Prices.

Prices quoted are for new and first class goods.

BOOKS.—We can procure and forward any books published, at publishers' prices. On large orders of books special discounts can be made. On law and medical books there is no margin for anybody.

PERIODICALS.—Any periodical published in any part of the world may be obtained through this agency at regular rates. If two or more periodicals are ordered at one time a special discount will be made, ranging from ten to twenty per cent.

STATIONERY.—When requested we will furnish price-lists from one or more of the large stationary houses of Chicago, from which a selection can be made to suit the pleasure of the purchaser.

REWARD CARDS, MOTTOES, Etc.—We keep a supply of these on hand, from which samples will be sent, with price-list, on receipt of three cent stamp.

SCHOOL BLANKS.—These include forms for written examinations, compositions, abstracts, outlines, monthly reports, note books, etc.

MINERALS.—We purchase our own minerals, cabinets, and natural history specimens from the great museum of Prof. Henry A. Ward, Rochester, N. Y., and can send his catalog to parties contemplating a purchase of such specimens. Enclose a three cent stamp.

BOOK-BINDING.—Magazines, music, periodicals, or books of any kind may be entrusted to this agency for binding in the best manner and at the lowest rates. We make a specialty of Emerson's Patent Binder and the Library Binder, both of which are very largely used for temporary binding, the latter especially for school blanks of any kind. Price-lists furnished on application.

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Always enclose a stamp if you expect a reply. Make all drafts and money orders payable to S. R. Winchell & Co. On every order for goods amounting to less than $5 the money must accompany the order. Orders for $5 and upward will be sent C. O. D. provided ten per cent of the bill is enclosed as a guarantee of good faith. It is better, however, to learn the exact amount of bill beforehand and send the full amount with your order, as you then save the expense of a second draft and the charges for collection. If goods are to be sent by mail, postage must be prepaid. Express packages of books and stationery weighing less than four pounds may be prepaid at reduced rates. It is sometimes cheaper to send a lot of books in two packages than in one, if express charges are paid in advance.

We make it a point to answer every letter the day it is received, and all orders are filled at the earliest possible moment. But it now and then happens that large houses are so flooded with orders and correspondence that a delay of a few days is necessary. In such cases each order is filed, and filled in its turn.

The public are invited to refer to any publisher or dealer in school merchandise for confirmation of our reliability.

S. R. WINCHELL, Manager.

81 Ashland Block, Chicago.

OHIO.—The report of the Hamilton schools, L. D. Brown, superintendent, shows an estimated population of 14,900; youth of school age, 5,565; enrollment of pupils in public schools, 1,907; private schools, 1,051; total, 2,958; in the high school, 92; colored pupils in the public schools, 58. Of this report and the condition of the schools, the Butler County Democrat says: 'The document reflects great credit upon Mr. Brown and our present board of education, and shows conclusively that our present institutions of learning have been managed in an admirable manner during the past year. While the board by equalizing salaries has displayed a disposition to inaugurate a much-needed reform in the line of economy, Mr. Brown, by his vigilance and untiring energy, has succeeded in governing his charge in a manner that must necessarily meet the approval of the general public.'