The WEEKLY has heard these three words mispronounced by high educators within a week or two The correct pronunciation is indicated as to accent. Re-source, in-ter-est-ing, and illus-trate.

An irritating blunder is the use of the word ily. It is bad enough to find it in metropolitan journals like the Chicago Times, but when used by the assistant superintendent of schools of a great city like Chicago, it is time to speak out in meeting. There is no such word in English as ily, any more than there is such a word as welly, and the great "educationalist" who says "illy-prepared" should also say "welly-prepared" to balance it.

Among the causes of irregularity of attendance of pupils at school are, 1. Inability of parents to procure clothing and schools book for their children; 2. Need of the children’s services to assist in supporting the family; 3. Indifference of parents to their children’s welfare; 4. Truancy; 5. Sickness.

The remedies are as various as the circumstances of every different community or family. A compulsory law seems to be quite operative in England. In certain cities of the United States the very opposite of a compulsory law, i.e., a law of suspension for a given number of absences in a number of consecutive weeks, with some little rounds given to the parent to procure restoration, has had the same effect as a compulsory law, if not indeed a more salutary one. Personal attention and solicitude by the teacher and visitation of homes to inquire about the cause of absence, may have some effect in raising the attendance average. A system of rewards has a good influence in some places; etc., etc. But if the readers of the WEEKLY will permit us to whisper in their ears, we will divulge the great secret of good attendance. It is to keep a good school.

Where great interests are at stake the worst fault in a leader is irresolution. "He who hesitates is lost." It is a great misfortune particularly for a school system to have an irresolute or vacillating superintendent, one without a policy, or one lacking courage to prosecute a policy once formed. Better do wrong than try to evade or shift responsibility. Temporizing by the head of an army invites immediate defeat; irresolution and weak time-serving in the head of a school or school system, calls down from fate defeat, not so immediate, but quite as certain. Every soldier feels inspired under the command of an able general; every child in a school or city of schools is equally energized by a steady hand and strong will at the head. In a certain city of the U. S. N. A. the schools, numbering 40,000 pupils, were managed for years under a resolute will without the striking of a blow; but under a weak and double-dealing policy in the same city not only was corporal punishment re-introduced, but such became the lawlessness of pupils that two in one month died from injuries received from school-mates on the school premises. Such was the difference between the morale under a man whom all the children knew, respected, and felt, and under one whose name even was scarcely known to the children, but who was recognized as a person who "comes around the school once in a great while and scolds them for looking at him."

It is worse to be weak than to be wicked. It is worse to be a coward than to be a villain. In government fear is a tyrant. A strong mind may make blunders, but a slippery policy is all blunders. It may save its own wretched head for a season by wiggling; but every wriggle is fraught with misery to others, and ruin to the interests at stake. Weakness is an infectious corpse that poisons all who breathe its environing atmosphere; but strength has the power of nature and of God; in influence it is omnipotent; in spirit it is omnipresent.

"WHAT THEY READ."

In an article on the above subject in the New England Journal of Education a vigorous and eloquent protest is entered against the character of the mass of periodical reading matter that is devoured by the youth of our country. There is no doubt that much of it is bad, but we are not in the mood to take the pessimistic and puritanical view of the subject entertained by our contemporary. Against obscene literature the WEEKLY would be quite as bitter as its Bay State contemporary; but a distinction should be made between what is unclean and what is merely sensational. We should bear in mind that all that is trashy is not necessarily bad. Ice cream is trashy; so is floating-island; so are strawberries; but are they bad?

The law of evolution prevails in the formation of taste as in all the other operations of nature. In matters of taste, the savage is a child; and in a civilized community childhood, youth, and adolescence go through all stages in the formation of taste that mankind has experienced. So we observe in the young a love of the marvelous, an appetite for reading about crimes and casualties, a craving for the heroic and adventurous, a taste for pictures of ordinary life and its probable incidents, and an appreciation of narrative showing the clashing of wits, the play of the feelings, and the currents and devious windings of human thought, each in its proper place and at the proper period of
mental and esthetic development. And all this is a state of health, not of disease. And we have the temerity to say that the proper food should be supplied for the several stages of progress, and that it is better for children to read trash than not read at all, and that except in phenomenal cases, reading trash for a season or not reading at all, is the alternative.

In the matter of literature of the debatable kind the world has improved wonderfully in the past twenty-five years. The Weekly may be mistaken, but it believes that there is nothing now current so bad as the "Dick Turpin," "Sixteen-String Jack," "Ned Scarlet," "Jack Sheppard," "Claude Duval," etc., of the days of our youth. It is true that the Day's Doings and the Police Gazette are somewhat loud in their illustrations, but a certain course of training at home and in school would render their improbable cuts and impossible scenes as harmless as the nude art illustrations in Scribner's Monthly. To the good all things are good. The lewdness is in the atmosphere, in society, and is the cause. not the effect, of flashy publications. The Spartans extinguished immodesty by destroying modesty. And when considered in the proper spirit, the female form is a very inoffensive picture.

But out of this debatable ground there is a class of papers that are not only harmless but useful in their province, such as the New York Ledger, Saturday Night, etc. They are a necessary bridge over to the appreciation of better literature. Curious as it may seem there is use for even Sylvenus Cobb, Jr. Such papers and the best novels are higher in grade as literature than the pedantic journals, for the former in the construction of their material demand the exercise of art, whereas many opinionated hebdomadals are made up entirely of preaching. If our contemporary does not believe us, let him try writing for one of them and he will see how badly he will be snubbed.

It is often questioned why Dickens made much more rapid progress than Thackeray in public favor. The reason seems to be that Dickens with his more robust but cruder art had to educate the popular taste up to the reading of Thackeray. Even Scott's novels must be taken at a certain age, or the taste will be cultivated above them, and they are lost with their more than historical interest and truth to the growing mind forever.

Let the Weekly be not misunderstood. Vicious literature it would stamp out by all means; but there is a great difference between the vicious and the imaginative. Crimes and accidents will be reported as long as they are read, and they will be read until, by a greatly elevated standard of education and taste in the masses, they lose their interest or produce disgust upon the delicate sensibilities. The Weekly deprecates the low standard of taste at present existing, but there is no use howling about it. Our contemporary, on the contrary, takes a flash subject on which to write a popular, flash article.

A decision of the supreme court of Illinois gives boards of education as well as school directors power to levy taxes to the amount of two per cent of the assessed valuation on the property for school purposes and three per cent for building purposes. The corporation counsel of Chicago gives an opinion to the effect that this city is included in the purpose of the above-mentioned decision. This solves the financial problem for the present; but it presents a new and interesting one. Judge Dickey's opinion, rendered some months ago, gives the common council authority to levy taxes for schools on the grounds that "for schools" is a corporate purpose, although there is no mention of such power in the city charter. Judge Zane's opinion gives the board a right to do the same under the school law of the state, which in its peculiar province makes the board a coordinate branch of the city government with the common council. If the council appropriates according to the estimates of the board, there will be no friction; but if not, what then? Is it not contrary to the spirit of constitutional law for a body of men not elected by the people to levy taxes?

The probable outcome will be that the board will be made an elective body, at the next session of the legislature. Doubtless a law will be passed in general terms creating a board consisting of eighteen members, one from each ward, the members holding office three years, one-third going out annually, the first board to draw for the respective terms of the members.

If such a board is elected with the aldermen and Mayor in April 1881;

O, what will D. Doty do then, poor thing!
O, what will D. Doty do then?

A NATIONAL EDUCATIONAL CONGRESS PROPOSED.

This movement seems to be gaining considerable strength. We have seen several favorable references to it in our exchanges, and it is said that an active correspondence has been carried on for several months between many of our leading educators with regard to such a meeting. Its object is the consideration of some of the most important educational questions apart from the excitement and haste that characterize the annual meetings of the associations. It is also proposed to hold sessions of ten days or two weeks and to adopt the organization and the methods of work of our more permanent deliberative bodies.

For example, subjects will be brought forward in the Congress, not in the form of elaborate papers or windy addresses to be followed by discursive and profitless discussions, but they will come up in the shape of schedules or resolutions, to be referred to appropriate committees, considered and reported upon by them, deliberately discussed, and finally acted upon by the whole body.

It is believed that in this manner very important conclusions may be reached which, taken in connection with the character of the men composing the Congress will command universal respect and be accepted as authoritative, as are the decisions of the National Academy of Sciences in its own field of inquiry.

The mode of constituting the Congress as proposed is somewhat as follows:

1. It is to be composed of the State Superintendents of Public Instruction or of Institutes designated by them.
2. Of the Superintendents of Cities with a population of 50,000 or more.
3. Of the Superintendents of two or more cities jointly, whose population shall aggregate 50,000.
4. Of a delegate to be appointed by each State Teachers' Association.
5. Of twenty-five delegates at large to be selected by the Presidents of the National Educational Association and the American Institute of Instruction acting in conjunction with the U. S. Commissioner of Education. This plan will give to the Body a representation of not far from two hundred of the most eminent men of the profession, whose conclusions will be received with confidence and treated with the respect to which they are entitled.

Chautauqua has been proposed as a suitable place, and July next as the time for the assembling of the Congress. The National Educational Association will meet there, and it is sug-
suggested that the meeting of the Congress should occur during the ten days or two weeks immediately preceding that of the Association. Among the more important topics suggested for deliberation are the High School question; School Supervision; the Constitution of School Boards—their powers, duties, limitations of authority, and tenure of office. The Readjudgment of Courses of Study in our public schools to correspond with the needs of modern life; Teachers, their qualifications, rights, duties, and Tenure of office; Educational Terminology and School Gradation, etc. There is no lack of subjects and there is an urgent need that they be more carefully and deliberately considered and adjudicated than is possible with the brief sessions of our more popular Bodies that meet annually for only two or three days at a time.

There is no doubt that such a body with such a form of organization and modus operandi can do the cause of education in calculates good, and we gladly second the effort with voice and pen. If constituted as proposed it cannot well fail to accomplish results of permanent value to the cause of American Education, and we venture to suggest here and now that it be made the prelude to an international Congress to meet in this country within the coming five years.

A BLIND BOOK-WORM.

At the meeting of the Historical Society Professor Willard gave a very interesting and valuable talk on the “Grounds of Historical Trustworthiness,” which had a strong inconclusive tone to it. Rollin, he said, was not worth reading, and Plutarch, Suetonius, Livy, and many other supposedly great authors are to be read with much caution.

There is a misleading notion that ancient historians lived near and knew a great deal about the events of which they wrote. It was not true. Livy lived long after the times of which he wrote, and he knew less, and other ancient historians of that time knew less of what they wrote on than do the historians of this day. They wrote much from tradition. The isolation of ancient times can hardly be conceived of by the people of to-day, who travel everywhere, and have trade, and mails, and steamships, and railways, and telegraphs. The judicial function was hardly exercised by any historical writer back of a hundred years ago. The writers were content to repeat what had been told to them, and often the writer’s style had more to do with determining his place in authority than did his accuracy.

Livy was a careless writer; he misplaced events; he was full of anachronisms; he misquoted; and he wrote more to be read than to tell the historical truth; his stories were often pure fables; he was oblivious to the change in the tactics of the Romans; he had always an eye to the Roman glory; the story of Horatius at the bridge was melodramatic; the bridge was simply a plank on piles, made on purpose to be pulled down easily, and it was the one that the Romans went over when they made rafts. The other story of the “purification” of the rock by pouring vinegar on it was ridiculous. The speaker had been amused by seeing really learned men try to explain it. The explanation was easy, and in two words: Livy lied. [Laughter.] “Plutarch’s Lives” was simply a collection of almost worthless stories. The writer did not know how to discriminate between authorities. Herodotus was much the same kind of an author, but he has one good quality; he always told when he saw a thing himself, and when it was told to him. Historians of a hundred years ago trusted implicitly to these historians, without criticizing them. Rollin wrote his life of Cyrus by drawing all his facts from Xenophon’s Cyropaedia, a work made up almost entirely from his own imagination. Modern historians take no writer’s word until the testimony has been most carefully weighed.—Chicago Times.

“Livy lied,” and “Plutarch’s Lives was simply a collection of almost worthless stories,” is good. Mister Fitz Hugh, the congressional door keeper, proclaimed himself “a bigger man than old Grant,” but his modesty was remarkable beside that of our local professor who thus mildly insinuates that he is a bigger man than old Plutarch. “Plutarch’s Lives is simply a collection of almost worthless stories!”

Now, if the doctor or professor will name a more valuable book in any language than Plutarch’s Lives, we should like to have him do it. In it the whole ancient world is boiled down—its history, its biography, its legends, its philosophy, its religion, its superstition, its social economy, its literature, its poetry.

The errors of the work are self-confessed; its inaccuracies are the result of the absence of the art of printing at the time it was written; its reflections are amusing to a reader of modern experience; its premises from which correct conclusions are drawn are curious and comical; and yet the work is wonderful. Without the Bible we would still have Josephus; but what would we have in lieu of Plutarch? Plutarch is one of the four books which make a fair library for a thoughtful man, one willing to reflect, speculate, and feed on history, not one aiming to gain a little cheap notoriety by pointing out internal evidences of error, or mousing for improbabilities that are merely so through the narrowness and egotism of the mouse.

“Mother, I have found a grammatical error in the Bible!” cried the young lady just out of Vassar. “Kill it, my dear, kill it!” replies her practical mother.

“If find an anachronism in Plutarch!” cries Professor-Doctor-Historian-Opera-Boufe Willard. Kill it, doctor dear; kill it! That is, it, the anachronism, not it our darling old Plutarch.

But seriously, should there not be a limit to this historical iconoclasm, especially at the hands of one who is paid to teach what goes by the name of history? It is an open secret that students at the high school have not learned much in history for some years past; and how could they be expected to do so when their teacher is occupied in proving to them that there is no such thing as history, when he is not engaged in making game of words to show that there should be no such thing as English spelling?

The basis of all knowledge is to take something for granted. There is no such thing as absolute truth; all truth is relative, since our faculties are limited. But relatively all conceptions are true, true to the mind conceiving them. History, language, and religion are matters of growth, of evolution. In so far as religion is established, crystallized, enshrined in the soul, it is true religion. In so far as language is formed and used, it is correct, true language. In so far as spelling is established by custom and authority, it is true spelling. In so far as history is consistent with the known genius of a period and warm with its spirit and life, it is true history, even though drawn with a bold hand and represented in dashes of color, not one of which is literally accurate.

The scene painter must daub and splash that the spectators in the back row may be affected by the scenery. In this sense Plutarch is true history—truer than anything Dr. Willard could ever dream of in his little, narrow, mousing, carping spirit. In this sense the Bible is true and more than true, it is the very word of God.

To prepare himself for writing his “Lives,” Plutarch went to bathe in libraries hundreds of miles from his home, and like Dr. Lorimer, he came away saturated, overpowered, possessed of both their letter and spirit. In that frame of mind he wrote, and his work is all but inspired. It is a condensation of one-third of the historical period; as interesting as a fairy tale to a child, as profound as the speculations of the greatest philosopher. This work which makes the Ancient World live again for us, which is a real fulfillment of the prophet’s figure of reanimating the dry bones of generations; this speaking, breathing, living work, fresh as the cheek of youth, fragrant as the sepal of May, vigorous as
the arm of valor, keen and bright as the steel of Damascus; present-
ing a philosophy to which modern thought is but a disorderly retreat, speaking in the terms of a mythology of which modern materialism is but a rude and awkward imitation, living in a religion to which modern sects are but piebald patch-work, glowing with a poetry of which modern rhyme is but a halting parody—this book, as true as nature, with its warm-blooded characters, as real—more real than life, is what is called "a collection of almost worthless stories" by this egotist of the high school.

**REVIEWS.**


These are very excellent little volumes. To give our readers an idea of their contents we may say that the *Merchant of Venice* contains, in addition to the play, notes on the text; and critical notes, an essay on English in Schools, the Poet's Life, and History of the Play, in which are presented the sources of the plot, general characteristics, outline of the story, the characters, Antonio, Antonio's friends, Lorenzo and Jessica, Launcelot Gobo, the heroine, Shylock the Jew.

*In Julius Caesar* the setting of the play is equally handsome and complete. We have history of the play, date of writing, historical sources, the play rightly named, the Caesar of Shakespeare, the Caesar of History, the Brutus of Shakespeare, Brutus and Cassius, character of Portia, Mark Antony, the people, general remarks. Following the text of the play are paragraphs on the funeral of Caesar, personal traits of Caesar, Caesar as a statesman, and Caesar as an author.

While Mr. Hudson is not so brilliant, versatile, and powerful as Schlegel, or so ingenious and philosophical as D. J. Snider of St. Louis, he is still a clear and cool thinker upon his favorite theme and a pleasant and interesting guide over the fertile fields of Shakespeareana.


From the time in which arithmetic was a collection of curious puzzles down to the present, there has been a gradual simplification of the subject and an adaptation of it as an art to the practical needs of business. Permutations and Combinations, Double False Position, The Golden Number and the Dominical Letter, have faded away like the daisies, leaving not even a rhymed problem for an epitaph, or a Quod erat demonstrandum for a souvenir.

In the gradual work of simplification there has been an occasional freak of hobby-riding on the part of some arithmetical Don Quixote. The Grube method has been done and undone, and a temporary reformatory spasm has at times distorted out of recognition some feature of arithmetical work. But nevertheless the good work has gone steadily on; and we do not know an author who has exercised more judgment and discrimination, or more skill and practical knowledge of the needs of children in the selection of materials, or more clearness and directness in the presentation of rules and explanations than the author of the work before us.

In the treatment of a given subject he has the sublime gift of the happy orator—he knows where to stop. He knows how to eschew obsolete and obsolescent matter and at the same time resist the temptation of using too much modern contrivance, or tricks of accounting that are to a great extent necessarily the tools and tactics of their individual inventors. In his problems he is peculiarly strong; not strong in the sense of difficult, but in the sense of giving in each one a particular kind of meat, a special feature of the subject, a peculiar mode of applying the rule or principle, and so his work is at once concise and exhaustive, theoretical without verbose obtrusiveness, and practical without quirks, or cranks, or numerical juggling.

In looking through the work for peculiarities we cannot find any, except, perhaps, that the treatment of the metric system is just right—sufficiently illustrated to fix its principles in the mind, but not encumbered with the labyrinthine ramifications of the subject, such as would be scarcely practical even in France, and which certainly will not be available in this country before the time of our pupils' grandchildren. But in one sense the whole work is peculiar—peculiar in being symmetrical beyond criticism and practical to a nicety.

It is easy without being thin, varied in the style of its examples without being discursive, condensed without being crippled in any essential part, and full enough for the elementary school work of either country district or city school.


Poor Hans Breitmann! After all his promises as an artist he now assumes the role of literary hack. Lamoon in his life of Lincoln brought his subject into contempt as far as a foolish biographer could do it; J. G. Holland made a goody-goody, namby-pamby Sunday school book on the same subject; but poor Leland has done worse; he has committed literary suicide and murdered Hans Breitmann.

This is a very common-place work, in literary merit not above the picayune lives of Gen. Grant hawked on the streets last week. Now genius has its responsibilities as well as its rights and privileges. It has a right to try to jump too high and trip and stumble, but it has no right to crawl. Locke never took away our Nasby, Shellaber never unmasked or disrobed Mrs. Partington, Bret Harte is flat only by mistaking the semi-tone for a sharp, Mark Twain is alive and kicking, Will Carleton has never gone back on us, John Hay in marriage and diplomacy if not in literature is bound to rise, Josh Billings is the same old three-and-four-pence, even the sweet singer of Michigan would still be avowed by her little dog, though her drapery were abbreviated; but look here, Charles Godfrey Leland! what have you done with our Hans Breitmann?

*Report of the Commissioner of Education. 1877.*

Gen. Eaton is doing a good work for the schools and for the country. It is to be regretted, however, that the parsimony of Congress has delayed the publication of his annual reports. It is not his fault that the report of 1878 is not out, and with a more enlightened national legislature the report for 1879 would be nearly ready. But now that national has become National and soon will be National, Gen. Eaton is likely to be accorded fuller facilities and more liberal support. Work away General! You have the hand and the heart of the Weekly. For you and the Weekly there are beautiful times in store.


This is one of the novels of "Appleton's New Handy-Volume Series," and in convenience of form, clear large print, and style of story, it is just the thing to amuse one for an idle hour.
Let us hear from others on this subject.
Some of our responses have been by card, but a number have
sent copies of papers. Thanks—send in a full list and we will re-
port further results.

B. F. Stocks.

LA MOILLE, ILL., Nov. 15, 1879.

LITERARY NOTES.

—"Shakespeare's Sonnets and Songs" will be the next addi-
tion to the Golden Treasury Series.
—James Anthony Froude is preparing a paper on Romanism
and the Irish Race in America, to appear in the December
number of the North American Review.
—Mr. Arthur Gilman will soon publish a book entitled "Shakes-
ppeare's Morals," in which he undertakes to show by comparison
of passages that the poet's knowledge of the Bible was very com-
prehensive.
—St. Nicholas intends to conquer the French nation, having
now made willing slaves of the entire youth of this land, and,
will shortly appear in Paris under the management of a French
publishing house.
—"His Majesty, Myself" is the peculiar title of the next vol-
ume of the No Name Series. The book is said to have been
written to show some of the vagaries of self-esteem, and the hint
is thrown out that the author had in mind an eminent minister
of the city of Brooklyn.
—Thos. W. Higginson, in a recent number of the Literary
World, says of "H. H." that no one has ever written of frontier
life so well as she, and that all the descriptions of California life
do not compare for clearness and beauty with those she has given
of Colorado scenes and life.
—the Vermont Watchman and State Journal is one of our
choice exchanges. It has recently added an Educational De-
partment to its columns, which is edited with skill by W. W.
Ainsworth, of Calais. This feature, though not unfrequently ob-
erved in western papers, is a rare exception in those published
in the eastern states.
—Prin. James H. Baker, of the Denver high school, has pre-
pared and published a very neat little pamphlet containing sugges-
tions for a course of reading. It is designed particularly for
the pupils and graduates of the Denver high school, and contains
only the names of such books as are to be found in the public
school library of that city.
—the Sunday School Blackboard, published by Lauer & Yost,
successors to W. F. Schneider, deceased, at Cleveland, Ohio,
continues to be all that was promised, and indeed a very great
success in its way. It is published in neat and artistic style and
sent by mail to all subscribers at 25 cents per year. To Sunday
schools without a blackboard, or to those superintendents who
cannot prepare their own illustrations of the International Les-
sions, it is well worth all its costs.
—the Publishers' Trade List Annual, 1879, (New York:
F. Leyboldt), has been on our shelf for several weeks. It is an
immense volume, containing the latest catalogues issued by pub-
lishers, and a list of books issued during the year ending June 30.
Each year this publication becomes more indispensable to book-
buyers and book-sellers, by the embodiment of new features and
a large amount of information. The selling price is nominal,
$1.50.
UNREST!

Written at Midnight. To N. B.

Unquiet heart! let still and rest,
Sleep, through the breast and brain—
This world's not worth, at very best,
Such ceaseless stretch and strain.

Not worth that nerves be drawn like wire
To catch Eolian breath,
Not worth that brain be all on fire,
To flash it down to earth.
The great globe rolls along its track,
God's world goes on, and man's,
No dial shadow will go back,
For all thy busy plans.
The Sun comes up; the moon goes down,
The night's calm splendor reigns,
The sea's great pulse beats on and on—
No fever in its veins.
No wheel shall stop; no link shall fall,
All things their course fulfill,
But God's Awake who keeps it all,
Poor little heart be still!

Night, nursing mother, hush each care,
Hold thus this weary head,
And lap thy folds of Faith and prayer,
Like curtains round my bed.
In thy pure fountain, calm and cool,
Hast thou this weary head,
And lap thy folds of Faith and prayer,
Like curtains round my bed.

TARES STARR.

THE THREE-FOLD DEVELOPMENT.

SARAH E. WILSE, Boston, Mass.

1. THE MORAL SIDE.

PLATO dreamed of a Republic whose citizens should be wise, whose rulers just; and in planning for such an ideal state, he continually reiterated that the children, from infancy, must be trained physically, mentally, and morally; he said: "In every work the beginning is the most important part, especially in dealing with anything young and tender; for that is the time when any impression which we may desire to communicate is most readily stamped and taken." From this he proceeds to show that the very babies should have their nurses and story tellers appointed by the philosophers who were to rule in his Republic. Again he says: "From the first years, the plays of children ought to be subject to strict laws, for if those plays and those who take part in them, are arbitrary and lawless, how can children ever become virtuous men, abiding by and obedient to law?" When Glaucic urged him to choose a sufficient number of wise people to form, at once, his dear Republic, Plato lamented that there were few who had received the nursery training from infancy, and again asserted that they must superintend the care of the babies for many generations before there could be found a sufficient number of well-developed men and women to found this ideal state.

We will pass over the long period of time in which the theories of the "divine philosopher" were considered beautiful but impracticable, and see what modern philosophers have to say about the development of the ideal man without whom there can be no ideal state.

Richter, in his "Doctrine of Education" says: "Education is always counselled to do as much as possible during the first years of life; for it can then effect more with half the power than it can in the eighth with double." "We surely reverse the ignorance of the savages who sowed gun powder instead of making it, when we attempt to compound what can only be developed."

"Education begins with the breath of a child."

Herbert Spencer insists that action is the basis of moral growth; Froebel insists that action is the basis of intellectual growth, and every dabbler in physiological subjects knows that action is the basis of physical growth. "But what," asks the impatient seeker after information concerning the kindergarten, "what has all this to do with the 'play school' where we acknowledge the children have pleasant amusements but are too young yet to learn?"

Suppose we begin with our class of children three years of age and examine a few of their plays and occupations to see how the threefold nature of the child is thereby developed.

The moral development is based upon that principle of action already mentioned. The child in the kindergarten is a citizen of a little society, coming perhaps from a home in which he has been the small king of a little kingdom. I have in my mind a bright child, accustomed to having whatever he preferred in the home where the elders found it easier to humor the baby than to govern him, as he had never learned to be unselfish by exercise of his own best powers. He loved his teacher and would be amiable if permitted to stand next to her in the play circle, but would yield this place to no one without kicks and screams. Such selfishness had to be uprooted, and in a few months, with no severer punishment than removal of the child from the room while crying, such a change was wrought that he sought opportunities of denying himself that he might give the pleasure to others. He was persuaded to be kind to a smaller one; and just as a muscle grows by exercise, his moral power grew, for it cannot be denied that being kind is growing good. The attention of these little ones is drawn to the brightness and beauty of flowers and sunshine, rain and snow, until their hearts are so filled with gratitude for good and beautiful things that it is no uncommon occurrence for one of them to kiss an opening flower, murmuring, "Thank you God" as naturally and spontaneously as we would thank a friend for an offered gift. So love of God and love of man grows in those growing hearts; and in the kindergarten is carefully nurtured the seed found in every human heart, whether Christian or pagan. This growth cannot be produced by moral talks nor by religious instruction; it is only by doing that the child or man succeeds in being good. Allow me to repeat: Action is the basis of all growth.

ARITHMETICAL REFORM.

By DAVID KIRK.

ARITHMETICAL puzzles and absurd problems find little room in modern arithmetics, but they occasionally come to the surface in school journals, and they constitute the time-honored tests by which teachers' qualifications are measured in the rural districts. Sometime last summer a queer problem appeared in the WEEKLY. It required three market women, each having a different number of eggs, to sell their eggs at the same rates, and obtain the same sum of money. The number of eggs sold by each was given. In an arithmetical sense this problem is absurd; different quantities of things, sold at the same rate, must produce different amounts. There is a sense in which the rates may be the same, as, for instance, five cents, or some other fixed number, for every three eggs, or some other given number of eggs, and so many cents apiece for the odd ones. Thus the verbal expression for the rates may be the same, and yet the rates may be different arithmetically considered, for the number of
"odd ones" will be different, when different numbers are divided by the same divisor.

Though problems like the above have been eliminated from our arithmetics, scores of examples that are as much lacking in dignity are retained. Some of these refer to ideal transactions in eggs and geese; others relate to the fortunes of beggars and gamblers. The young arithmetician will in after life see nothing like them, and the plea that such questions are a means of mental discipline will lose its force in the presence of actual problems in accounts and engineering. Questions that contain superfluous conditions are no better than those that include incompatible conditions. A problem that requires apples bought by the long ton, to be sold by liquid measure, for greenbacks, when gold is 146, in latitude 45 north, may seem very "cute," but the pupil who tries for hours to work in the latitude, before he is informed by the teacher (who has a key) that it is put in there for a "catch," can only regard it with indignation similar to the feeling of *pater familias,* when he finds in his newspaper an article, whose commencement promises a rare literary treat, to be merely a advertisement of somebody's "death annihilating electrolytic." The practice of publishing keys is a bad one. The alleged mental discipline that comes from the study of hard problems, must be lost when a key is used.

Problems whose conditions are definite and rational, require no key to suggest methods of solution. Problems whose conditions are indefinite, or irrational, or unusual in real life, are out of place in arithmetics and school journals.

So much for problems. Some reforms are needed in the arrangement and treatment of the subjects discussed in the textbooks. More stress should be laid on accuracy in computation. The casual visitor of a school is liable to hear a dialogue like this: Mary, have you solved your example? Yes sir, but the answer is wrong. How much does it differ from the answer in the book? Only three dollars and seventy-five cents. You must have made an arithmetical mistake, Mary, but as you seem to have used the right principles you may proceed to explain.

Thus the importance of a correct answer remains untaught, and slovenly habits in computation are encouraged. Logically, long division, so called, should be taught before short division, and decimal fractions, so called, should be regarded as flowing from the decimal system of notation, and not from common fractions. One arithmetic, at least, takes this view of decimals. Here is a chance for a great reform in teaching arithmetic.

Farther along in the text-book we come to subjects comparatively unimportant yet greatly magnified.

Alligation is one of them. The underlying principles of alligation, simple enough, and valuable in their place, are obscured by the patent methods invented by certain high school principals, who thirst for glory in the shape of an epitaph in some local Westminster Abbey, which, like the record of Newton's binomial theorem, will read "Here lies Prof. Archimedes, the inventor of a new system of teaching alligation." In the same neighborhood may be found a chapter on evolution, a subject whose analysis is essentially algebraic.

Some authors use the "block" method of explanation, others the 3 in method, and each claims for his analysis and rule of operation some advantages not possessed by the others. From time to time we hear of new processes of extracting square and cube roots warranted to make these notoriously difficult subjects easy, but these assumed improvements all contain an element of quackery.

By no possible arrangement or contrivance can the arithmetical rules and analyses of Greenleaf and other old authors be improved. Said rules can be obscured however, and, by the law of permutations, they can be indefinitely changed. A reform is needed in the arithmetical treatment of roots. A simple rule of operation by which each root figure is obtained in the same way should be given. The analysis if presented at all, should be given in a supplement, or deferred until the mechanical process of finding the root is thoroughly learned. And whatever may be urged against the geometric analysis (the "block" method) it is better not to attempt the algebraic analysis in an arithmetical hand; Equations and formulas are none the less difficult because translated into arithmetical language; indeed, they are more difficult, and attempts to anticipate a higher branch of study while discussing a lower one, are generally hurtful, and should be sparingly made.

It will be found that the natural order of perfect intellectual illumination takes the reverse direction; the higher branches throw light on the lower ones. Therefore tell the aspiring pupil that if he desires to understand evolution and other abstruse matters in arithmetic, he must study algebra, geometry, etc. Pupils who by the force of circumstances cannot study these branches, or will not study them, will probably be placed in life where an elementary knowledge of arithmetics will be sufficient.

Then let not arithmetic be deformed or crowded with matters outside the province of arithmetic, on the supposition that many learners will not see a higher mathematical book. Other reforms could be suggested, but enough for the present.

JACKSON, MINN., Nov. 19, 1879.

—Jules Verne's book on "Famous Travels and Travelers" has recently been published by Charles Scribner's Sons. This book is written with a little more serious intent than the author's books usually show, and the statements not only have the appearance of fact but are in reality true. It had become generally believed that Jules Verne could not divest himself of the tendency toward the fantastic and the absurd, but this work shows that he can bring himself to the relation of actual occurrences.

—The Bodley books have just received an addition in a new volume from the facile pen of Mr. Scudder to be entitled "The Bodleys Afoot." There seems to be nothing but commendation to give to this capital series of books, and the latest issue does not show any falling off of interest. The plan of the author is to impart instruction in a rambling disjointed way by means of talks between different members of the Bodley household.


—"The Library Atlas," published by G. P. Putnam's Sons, is a capital work and can be relied upon for accuracy and fullness. It has the merit of throwing aside the usual immense folio form of atlases and giving the maps in a shape to be easily referred to. The price of the work is $10.

—General Grant has hardly arrived in this country before a book appears descriptive of his travels. It is entitled "With General Grant in the East," and is written by John M. Keating,
THE STATES.

MINNESOTA.—It has transpired that the gentleman who recently made a valuable donation of books to Carleton, is E. W. Bryant, Esq., a man well known in insurance circles, now residing at Delavan, Wis. Mr. Bryant, a few days ago, forwarded to the College an expensive and elegant book of the works of art and famous architectural structures in Northfield. A known in insurance circles, he was recently married to Miss R. W. Very recently purchased. These were procured for the illustration in Rochester, at a salary of $40 per year. The total number of scholars enrolled in Winona county is 6,219; Mrs. Mary's ladies' school in Faribault, was recently closed. The average daily attendance was 152.3.

IOWA.—The Cedar County Teachers' Association will hold its next meeting Dec. 29, at Durant. The program consists of a lecture Friday evening and various interesting exercises of a practical nature on Saturday. The singing of the school at Northport, Leelanau county, is strong for taking the office of principal, and will furnish further information. The public schools of Marshall are graded schools and will be given reduced rates to teachers attending the meeting of the State Teachers' Association at Lansing, Dec. 29, 30 and 31.

MICHIGAN.—Battle Creek college has 330 students enrolled. The public schools of Marshall are closed on account of diphtheria. Three Rivers has at last settled its school troubles by the employment of a new principal named Washburn. P. D. Cornell, principal of the school at Northport, Leelanau county, is reported as giving much satisfaction to the people of that village. All the railroads of the state will give reduced rates to teachers attending the meeting of the State Teachers' Association at Lansing, Dec. 29, 30 and 31.

The Lansing House will entertain members at $2.00 per day, $1.50 each if two persons occupy the same room. The high school at Lansing, is very crowded. The school year is closing, the buildings thoroughly disinfected, etc.
to Lansing on or before the opening of the session, a single (or duplicated)
series of papers showing the work in drawing of every sort that a pupil would
have in going through the entire schools. Deputy State Superintendent, W.
L. Smith, will take charge of the papers if sent by mail. Either a statement
of the course in drawing, or a full descriptive list, or both, should accompany
each set. (e.g. "Drawing from Copy": "First Grade: Elementary
Drawing from Copy": "Second Grade: Elementary
Drawing from Copy": "Third Grade: Elementary
Drawing from Copy": "Fourth Grade: Elementary
Drawing from Copy": "Free Hand": "Dictionary," etc.) If any one sort of drawing is taught, different stages of
advancement may be shown. The series should be made up from work ac­
tually done by pupils during the year. Let all schools send something, if only
one drawing.

A meeting of the State Board of Education to examine candidates for
State Certificates will be held on the last day of the session and the two
following days. Full information may be had by addressing the Secretary of
the State Board of Education, Lansing, Mich.

Let the teachers of Michigan show by a large attendance at this meeting of
the Association, that they are interested and earnest in their work. Come
and see the new capital. Come and see your fellow teachers. Come and get
revived and refreshed for your work.

Executive Committee: H. Q. Butterfield, E. Olney, L. McLouth, J. G.
Chesbro.

E. A. STRONG,
President of the Association.

The Professors in the State Normal School have been assisting so generally
in teachers' institutes held throughout the state this fall, that the Ypsi­
lanians Commercial is led to speak as follows: "Would it not be well for the Super­
intendent of Public Instruction to order a teachers' institute for Ypsilanti? The
faces of the instructors of the Normal School are getting unfamiliar and Ypsi­
lanti would like to renew acquaintance with the men."

The evening schools at Grand Rapids have 115 pupils in attendance, and
the employment of additional teachers has become necessary.

The State Board of Education have decided not to place the telescope in
the tower of the new Normal School building, but to build a small observa­
tory similar to the practice observatory now in use by the students at the Uni­
versity.

The Grand Rapids board of education has adopted the suggestion of Supt.
Daniels, to purchase 75 or 80 copies each of Swinton's and Goodrich's his­
tories of the United States for use in the primary schools.

ILLINOIS.—The Piper City Advertiser says the public schools of that city
were never in a more prosperous condition than at present.

The schools of Elliott and Burr Oaks are prospering under the manage­
ment of C. Elliott and F. A. Coal.

Supt. Armstrong prepared a course of study for the ungraded schools of
the county in Sept., which has been pretty generally followed, with most ex­
cellent results.

The Highland schools are progressing finely, and have an enrollment of
426 pupils. The principal, Prof. Adelman, holds regular monthly teachers' meet­
ings in which any suggestions or questions having relation to the advance­
ment of the respective departments of the school are taken under advisement,
and disposed of as seems best. The Board of Education has just intro­
duced the much improved Revised Eclectic Readers.

Supt. H. C. Paddock, of Momence, writes us as follows: "We have about
300 pupils (16 transient) enrolled in our schools, and are doing good work
with the following efficient corps of teachers: Principal, Miss Nettie Sykes; 1st Prim., Miss Nettie Marcy; Intermediate, Miss Beebe; Grammar, Louis Ayres; Ass't. in high school, Miss M. C. Wulcott. We use the Week­
ly in our teachers' meetings with profit."

A letter from Peoria county contains a few notes on an institute recently
held in that county; the place of meeting is not mentioned. It was conduc­
ted in the forenoon by Supt. Pillsbury, in the afternoon by J. M. Crow. The
program consisted of a paper on Grammar by Mr. Harker; one on Pedagogy,
by J. M. Crow; an interesting discussion of the plan of surveying land in the
West, by J. W. Sargent. In the afternoon Mr. R. R. Britton read a very inter­
esting paper on Civil Government, and Mr. Plummer gave a class drill on Fractions.
The program was closed with a select reading by Miss Magee of Elmwood.

Interesting, almost exciting discussions followed several of the papers. Among
the persons taking part in these discussions were Misses Somers and Magee,
and Messrs. Plummer and Hill of Bloomfield. The best feature of the day's
work was that we went at each other with the sharpest kind of questions, and
adjourned feeling that we had probed each other a little if we did almost quar­rell.

The teachers of Salem Township, Knox Co., have an informal meeting at
the high school room in Yates City on the Saturdays when they come to town
to have their orders cashed. It is a good custom.

Bloomington has a school debt of ninety two thousand eight hundred and
dollars.

A. W. Hazle, principal, edits an educational column in the Tampico Torn.

INDIANA.—Prof. Jordan of the State University has been appointed assistant
U. S. Fish Commissioner and is assigned to duty for the next eight months on the Pacific coast. He has obtained leave of absence from the University,
and will at once go to San Diego, California, accompanied by his assistant,
Mr. Charles Gilbert.

Miss Frank Kendall, Principal of the "Lower Seminary" of the public
schools of Madison, has been removed and her place filled by the appoint­
ment of T. V. Dodd, a graduate of More's Hill College.

Miss Kendall is the sprightly woman who created quite a sensation some
two years ago in the Southern Indiana Teachers' Association by an elaborate
attack upon the high school system. Her paper was so spicy, so reckless, so
vindictive, and generally so acceptable to the fogy element in the state that
some philanthropic individuals had it printed and placed in the hands of every
member of the last Indiana legislature of blessed memory. It seems that
Miss K. is hereafter to have leisure to pursue her benevolent mission of over­
throwing the higer institutions of the state, and of narrowing down the public
school system until it shall be circumscribed by the boundaries marked out
for it by the fathers.

The annual meeting of the board of trustees of the State University at
Bloomington, now just adjourned, furnishes opportunity to call attention to
its progress. Much important business has been transacted. Eight hundred
new books, all choice, are being placed on the library shelves, and a like ad­
dition will doubtless be made within the next year. The trustees have shown
themselves a wise and prudent body. Just like every citizen of the state, just
in proportion to their knowledge of the workings of the institution, have
they become its fast friends. It is unquestionably true that under its present
management, Indiana State University is doing work second to none in any
part of the land. During this visit the trustees examined the work done in
every class-room, and with highly satisfying results.

The "public, on Saturday morning, which was well attended by the board
in a body, developed itself into quite a patriotic meeting. After the usual ex­
ercises, which were in themselves of marked interest, the board was called on
seriatim and forced to deliver itself. Judge Roach compared the superior
instruction and methods of teaching with those of his own time in a forcible
way. Judge Orth testified to his pride and personal interest in the institu­tion.
Judge Banta, of Franklin, related an incident from the experience of Prof.
Myer, in which he declared his purpose, if he lived long enough, to know more
than any other man had ever learned of the brachiopods, and therefrom coun­seled concentration of thought and effort. Colonel Jenkinson demurred to placing an editor, who always shot from ambush, in the open field
in range of the enemy's guns, but stood fire long enough to make an ex­
cellent speech and elicit a round of applause by the explanation that the trust­ees were personally interested in the University because the faculty were doing
faithful work of which the state was justly proud, and the students were,
by their work, testifying to their appreciation of the state's guardianship. R.
W. Myers, chairman of trustees, raised the enthusiasm to a high pitch by de­
claring himself on the war-path until an observatory worthy the state was
secured. Dr. Maxwell, a veteran friend, Rev. Dr. Stone, of Ft. Wayne, a new
one, and Hon. R. D. Richardson, of Evansville, an alumnus, all spoke elo­quent words of hearty commendation, and expressed the wish that its merits
might become sufficiently known to bring five hundred students within three
years.

The breeze, however, culminated in a hurricane when Prof. Kirkwood—
our Kirkwood—who has been honored by no less a name than that of Proctor,
as "Kepler of America," was called for. No human being could be entirely
impartial in such a testimonial, if he lived long enough, but here the remark that having excused them (the students) so many times he must beg them to return the kindness once.

There is a prospect of reorganizing the law department on a self-sustaining
basis.

The University has already reaped some honor from its prompt and mas­tery, "gobble," of Prof. Jordan. The appointment from the government to
examine and report on Pacific coast was a very high honor, there being only two or three men in the United States competent
to do the work. Coming to a man under thirty it is doubly honorable.
A. W. Hazle, principal, edits an educational column in the Tampico Torn.
OHIO.—The Cincinnati Gazette’s correspondent in Lebanon says: “The teacher of the Blue Shirn school is the only member permitted to carry a pistol during school hours. The county examiners sanction the practice.”

The Millfordites boast that their schools are in a better condition than they have been for several years previous.

Prof. J. W. Dowd, of Troy, has recently been appointed one of the county examiners for Miami county.

Miss Mary Lee, of the public schools of Marysville, leaves her position to go to Philadelphia, Pa., to accept a situation as private tutor in the family of Mrs. Blair.

Mr. W. P. Nelson, of Logan, has been assisting Mr. Tibbals in the O. C. Normal School during the absence of Prof. Ogden.

At Canfield N. Sth there was a very interesting session of the Teachers’ Association for Mahoning county. Mr. Chas. Lynch, of Youngstown, presented a paper upon the subject—“Incentives to Study,” which was discussed by Mr. M. S. Campbell, Principal of the Rayen School. Hon. W. D. Henkle, editor of the Ohio Educational Monthly, delivered an address on “The Teachers’ Preparation.” In the afternoon Prof. Ogden delivered his address on the question—“Shall Ohio have a State Normal School?” Hon. J. J. Burns followed this with a few remarks of hearty approval of the arguments in favor of a State Normal School. The total number present was forty-seven.

The officers elect for the ensuing year are: President M. S. Campbell, of Youngstown; V. P., Miss H. Richards; Secretary, Miss M. A. Hine, of Poland; Treasurer, Mr. R. T. Dickson, of Ellsworth; Com. Mr. B. E. Helman, of Canfield, Mr. J. A. Leonard, of Youngstown, and Miss M. Bogg, of Jackson. (These items pertaining to the Teachers’ Association were gleaned from the Youngstown Register and Tribune.)

The High School Journal has been of late devoted to the problems of the young. It is published by the seniors of the Middletown high school, and is a cheerful and spicy sheet.

The faculty of the Wesleyan University, at Delaware, has passed a rule forbidding students to own any share in the billiard hall of the village, or to visit it. They are determined to look to its enforcement too.

Antioch College is to light itself—not with the gas-bill, but with a new Coleman gas-machine, which has been contracted for. It is thought not only that the present gas-bills will be saved by it, but a fire in the laboratory.

Oberlin College suffered a loss of $200 damage on the evening of the 14th inst., by a fire in the laboratory.

The high-school students are doing fine in the class. The book-fight is still on at Columbus, and waxes hotter and hotter. The most advanced are Van Antwerp, Bragg, & Co., of Cincinnati,—the local firm of H. W. Derby & Co., which, however, mainly represents eastern houses.

The Cincinnati Volkfreund, a German paper, charges several teachers of the night high school in that city with gross immorality. The Gazette virtually acknowledges the truth of the shameful charges.

MISCELLANEOUS.

PARIS, KY., Nov. 14.—Yesterday Frank Howard, a colored man and teacher of a colored school in Riddle’s Mills, swore out a warrant for the arrest of four negro men who came in disguise to the house where he was boarding on Thursday night last and undertook to kidnap him. One of them fired a shot-gun at him, but Howard made his escape and is now at Cynthiana. He states that their object was to break up the school he has been teaching, by intimidating his patrons as well as himself.—Cincinnati Gazette.

A joint meeting of the Northern and Central Kentucky Teachers’ Associations will be held in Paris, Ky., to-morrow and Saturday.

No one will be surprised to hear that Mr. Peter Cooper is enlarging the scope of the free schools in the Cooper Union, and is giving his time and money to the work. He exhausted long since the capacity of the public for admiration by his unselfish devotion to the interests of an institution which has been of incalculable benefit to this community. The new feature in the school is to be a polytechnic department. The alterations now making in the Cooper Union and the additional room obtained in other ways will enable 2,000 pupils to be accommodated in the entire institution, instead of 2,000 as now. When it is remembered that among these great number there are doubtless very few who could have obtained the same instruction at their own expense, we are beginning to realize what the Cooper Union has done and is doing for the intelligent and ambitious poor.—New York Tribune.

The University chancery case will probably be heard at the January term of the Supreme Court.—Ann Arbor (Mich.) Argus.

EXAMINATION FOR ILLINOIS STATE CERTIFICATES.—1879.

GEOMETRY.

1. (20) Define parallelogram, similar cylinders, hypothesis, mean proportional; also, explain and exemplify the use of the word converse.

2. (20) What is the measure of the angle formed by the intersection of two chords? Prove.

3. (20) To what is the area of a trapezoid equal? Prove.

4. (20) Prove that similar triangles are to each other as the square described on their homologous sides.

5. (25) Complete and prove the following: “Every triangular pyramid is one third part of a ______.”

6. (5) What is meant by “incommensurable lines?” Name two such lines and express their ratio.

PHYSICAL GEOGRAPHY.

1. Give clearly as many reasons as you can for believing that the earth is a sphere.

2. What is vapor? What is the dew-point? What is a glacier? What are isothermal lines?

3. Why are the Western coasts of the Northern continents warmer than the Eastern coasts in the same latitudes?

4. Give briefly the causes of the change of seasons.

5. Describe the Rocky Mountain system of highlands.

6. What rivers run from the Himalaya Mountains, in what direction do they flow, and where does it empty?

7. Describe the highlands of South America.

8. Describe the trade winds.

9. Describe the rains of India.

10. Which continents have the most irregular contours? What can you say about the effects of those irregularities?

BOTANY.

1. State the necessary conditions for the germination of the seed. Say a few words about each.

2. Give three most important distinctions between an exogenous and an endogenous stem.

3. Which way is the sap moving when the growth of the plant is produced? Explain.

4. Which way is the sap moving when the growth of the plant is produced? Explain.

5. How is the area of a trapezoid equal? Explain.

6. Distinctly between chemical affinity and molecular attraction.

7. Which is the closest relative of the monkey?

8. Which of the following is the most common tree? The white pine, the fir, the alder, the pine?

9. Give reasons for keeping and handling potassium and phosphorus.

10. What parts of plants have medicinal properties? Illustrate.

CHEMISTRY.

1. What is chemistry? A gas? An acid?

2. Say what you can of the chemical and physical properties of nitrogen and carbon.


4. How liberate oxygen? Show the chemical equation and represent the reaction.

5. Explain the decomposition of water by sodium.

6. Distinctly between chemical affinity and molecular attraction. Illustrate.

7. Iron, rust, tice, dried dish, vinegar, steam: Which of these terms represent chemical changes? Which physical?

8. Distinguish between steel and iron.

9. Give precautions for keeping and handling potassium and phosphorus.

10. State the chemistry of the lighting and burning of a friction match.

PHYSIOLOGY.

1. Describe the articulation of the skull with the vertebral column, and of the first two vertebrae with each other.

2. Write what you can of the minute anatomy of the lungs.

3. Bound the heart, the liver, the stomach.

4. Describe the route by which a mouthful of water reaches the brain.

5. Explain briefly the chemical phenomena of respiration.

6. What are the principal differences, in composition and effect, between the gastric and pancreatic fluids?

7. Explain the physiology of a blush.

8. A child cries at sight of a frightful object: Trace, in detail, the path of the stimulus from the conjunctive to the vocal muscles.

9. How would you check hemorrhage from a cut in the wrist?

10. Explain the effect of exercise upon digestion.

ASTRONOMY.

1. Name the principal planets, in order, and give the distance of each from the sun.


3. Why is day and night everywhere equal when the sun is at the Equator? Why are day and night always equal to people living under the Equator?
4. What is a "Solar" day? A "Sidereal" day? A "Mean" day? Explain why these days differ in length.
5. What is the greatest possible number of Eclipses of the sun in one year?
   a. Of the moon? The least possible number of each?
6. Is it probable that the moon has an atmosphere? Give the arguments.
7. Why does the full moon "run higher" in winter than in summer?
9. Tell what you can about the Asteroids.
10. Name six of the principal fixed stars, and tell in what constellation each is found.

ZOOLOGY.
1. Describe the different forms of circulatory apparatus in vertebrates.
2. Describe the different forms of respiratory apparatus in arthropods (articulates).
3. Describe the locomotor apparatus of a starfish.
4. Upon what peculiarities of a bird's wing does the power of flight depend?
5. Describe the respiratory act in common fishes. In birds.
6. Mention the leading resemblances and differences between birds and reptiles.
7. What groups of birds have the hind toe elevated? What groups of mammals are without canines?
8. Classify, as definitely as you can, a rattlesnake and a skunk, and describe the groups to which each belongs.
9. Give an outline of the development of the frog.
10. Give an outline of the development of the bird.

NATURAL PHILOSOPHY.
1. Describe the siphon and explain its action.
2. Place an object beyond the center of curvature of a concave mirror, and explain place and position of image in each case.
3. A body whose air weight is 10 lb. weighs 7 lb. in alcohol whose specific gravity is 0.7.
   a. What is its sp. gr. when compared with water? Analyze carefully.
4. (a) State the law of the lever.
   (b) State the law of the pulley.
   (c) State the laws of the inclined plane.
5. Name kinds of electricity. How is each produced? Describe a Leyden jar. Describe a voltaic battery. Name four sources of heat. Name three ways in which it is diffused, illustrating each.
6. Define a magnet. Name the kinds. How obtained? What are the poles?
7. Make a figure of a hydraulic ram, and explain its action.
8. Give three laws of motion.
9. A stone, thrown upwards, rises two seconds; with what velocity did it start? How far did it go?

The following is from the Springfield (Mass.) Republican speaks for itself:

AN IRISH CATHOLIC ON THE SCHOOL QUESTION:
To the Editor of 'The Republican':
"You seem to be troubled about the "school question." I want you to rest peacefully—the Catholic people in this country do not want the public schools disturbed. What we want in this country is peace and prosperity; and people of all nationalities and religious beliefs must forget those silly agitations which foster animosity and bring discord. I am in Massachusetts 20 years, and in that time I have not known a Catholic child to be turned into a Protestant by attending the public schools. When I attended school, away in the north of Ireland, I didn't care if my Protestant schoolmates read all the Bibles in the United Kingdom, so long as they allowed me the same privilege. I have hung on to my religion yet, after wiggling 20 years in Massachusetts, and I think I can hang onto it 20 years longer before any American citizen will degrade his citizenship in trying to take it from me. I am unfortunate in not having children of my own, but I am taxed for the maintenance of other men's children, and this gives me the right of speaking on this question. I must pay my taxes if I stay on the soil, and those men who expect me to contribute to the support of great charities should take this into account, and not keep harping about the soul all the time when they know that the body is wanting something. Let us show our fellow-citizens that we are what we pretend to be, and not allow our actions to spoil our pretensions. Let our men be sober and industrious, our women polite and courteous, our children modest and orderly, going to church and school. These little things will go a great deal further for our people than foolish agitations ever can accomplish. I write this letter for the sake of the poor class to whom I belong, as the blow is always heaviest on the poor people who must seek a living among strangers and pay for everything except the air they breathe.

JOHN COLTON,
SPRINGFIELD, Nov. 12, 1879.

The above is the sentiment of ninety-nine Catholics out of every hundred in the United States. It is true there are a few erratic individuals in different parts of the country who would take exception to the above statements; but they are simply insignificant fractional remaninders in the great educational problem. The true policy of the friends of the schools is to ignore the vaporings of such people. The Catholic population as a whole support the public schools with their sympathy, their money, and their children.

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For twelve subscribers and $24.......................... 8.00

The following books are particularly recommended:

Kennedy's Philosophy of School Discipline
Huntington's Unconscious Tithing
Fitch's Art of Questioning
DeGraff's School-room Song Budget
Soldier's G rose's Method of Teaching Numbers
DeGraff's School-room Chorus
Wedgwood's Tropical Analysis
Hoops on the Province of Methods in Teaching
Regents' Questions, at cents each, complete
Holbrook's Normal Methods
Philips Teacher's Hand Book
Nutbrown's Teacher's Assistant
Page's Theory and Practice
DeGraff's School-room Guide
Johannes' Principles and Practice of Teaching
Kiddie's How to Teach
Craig's Common School Question Book
The Normal Question Book
The Operator's Manual
Wickersham's School Economy
Wickersham's Methods of Instruction
Webster's National Pictorial Dictionary
Economy.
Quotation Book
Scoolroom Economy.
Wickersham's Schoolroom Price
Webster's Unabridged Dictionary
Teacher's Common School Book

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 (or 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, or New York, 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.

OFFICIAL DEPARTMENT.

IOWA.—SUNDAY RULINGS.

1. When there is a question of doubt whether parties are entitled by their residence to school privileges, since the fact of residence depends upon the intention of the parties themselves, their affidavits are the best guide to determine the matter.

2. A person cannot remain an officer or member of the board of directors and reside in another district, even though in the same civil township.

3. Sec. 1735, S. L., 1876, prohibits directors from receiving pay for any official services required of them by the law. For locating sites, or receiving buildings on the completion of contracts, they clearly cannot receive pay.

4. The institute report made by the county superintendent to this department should be based upon the actual amount in the hands of the county treasurer at the time the report is made. The county superintendent is responsible to the institute fund of his county for the fees of one dollar for each applicant examined.

5. It is the duty of the board of supervisors, at the close of his term of office, to settle with the county superintendent, as with other county officers, according to the provisions of the law.

6. It is our opinion that the courts would hold that a contract made by the board with a majority of the board, for the erection of a school-house, or other work to be done, is null and void.

7. In case an officer or member for a school-house site is under mortgage, the district may receive from the owner the lease of a portion not to exceed one acre, to be held by the district so long as used for school purposes, and when not longer so used, to revert to the owner, as provided by Section 1828, S. T. 1876.

C. W. von Celmm,
Superintendent of Public Instruction.

Des Moines, Nov. 22, 1879.

ILLINOIS—SCHOOL DIRECTORS.

Below are two of the questions recently submitted to the Superintendent of Public Instruction for information relative thereto, and his reply:

Is a director who left the state four weeks ago to do business during the winter in another state, with the intention of returning in the spring, still a director, or is his place vacant?

Can two directors do the business of the district without holding regular or special meetings of the board, or without notifying the third director?

The school law, section 43, says that if any school director shall not be an inhabitant of the district in which the school is held, an election shall be ordered to fill the vacancy. That a man shall cease to be an inhabitant of one place, and become an inhabitant or another place, two things are essential: First, a bona fide intention to make a permanent change of residence, and second, actual removal.

From this it follows that if the man holding the office of director in your district has removed therefrom temporarily, with the intention of returning, he has not, by such removal, vacated his office.

But if he has actually removed, with the intention of making a permanent change, then there is a vacancy in the office, which should be filled at once.

There is this further remedy for cases of absence of directors during their term of office. If a director is absent for a long time, and his absence, even though not permanent, is seriously interfering with the board's proper performance of its official duties, the county superintendent, by virtue of the power granted by section 76 of the school law, may remove the director for failure to perform his duties; and thereupon an election may be ordered to fill the vacancy.

Section 42 of the school law says very plainly that all official business must be transacted by the board of school directors at a regular or special meeting.

This provision of the law is imperative, and the directors should make their action conform to it. They may, of course, intrust certain things to one member to do, or to two. They may, for instance, in-trust a member to purchase a certain amount of wood or coal at a certain price, and his action in accordance with that instruction would bind the board, since, in the transaction he is the legal representative of the board.

The law makes two members of the board of school directors a quorum for the transaction of business. Hence, if two directors are at a meeting they may transact any business within the sphere of their duties. The third member is entitled to every principle of fairness and honesty to a notice of the meeting if it is practicable to give him notice; but as a matter of law, if the other director is not present at the meeting, nor even notified of it, this will not make void the action of the majority who are present.

JAMES P. SLADE,
State Superintendent.

SCHOOLROOM DECORATIONS FOR WINTER.

To the Editors of the Weekly:

A few weeks since, at the general assembly of classes in the morning, I called the attention of the teachers and pupils to the idea of trying to make the schoolrooms more attractive by the addition of pictures, winter-bouquets, flowers, and anything ornamental. It took only a few days to transform the plain blank walls of our school-rooms into attractiveness. The children brought dried grasses from the meadows, autumn leaves, plants, hanging baskets, chronos, engravings. I was fearful at one time that I should have to rescind the call. Classes vied with each other for excellence. The girls remained after school to help the teachers in making rustic frames, the boys were useful in handling the step-ladder, and teachers and pupils were brought into intimacy and good fellowship. The scheme has been so successful, not only making our rooms pleasant but also creating a new spirit for excellence in school work, that I have noted the fact, hoping that others may profit by it. Will some one make other suggestions on school management?

E. CROSBY.

THE DISEASES OF WILD ANIMALS.

While First Surgeon of the Thirty-first Regiment of the Line, then stationed in Algeria, I dissected the carcasses of about fifty lions. The lungs of twenty of them were almost gone, showing that consumption is prevalent among the lions of the Sahara and the Sable.

At the Jardin des Plantes, here in Paris, seven lions have died since 1869. All of them were born here. I dissected them, and found that their lungs were entirely healthy. To what was the difference due? They received their food regularly, and were carefully protected from inclement weather, whereas the lions in Africa had to go without food for days, had to inhale the sandy air of the desert, and were frequently drenched by terrible rains.

There is at the Jardin des Plantes a wolf from the Ardenne. He was caught when about six years old. He was suffering from cough, and at one time we thought he was dying. He hawked and spat, and was always sullen and morose. Often he abstained from food for several days. At last we chloroformed him, and examined his throat. He was bound to suffer with nasal catarrh in its most aggravated form. Under proper medical treatment he recovered rapidly. Nine wolves born at the Jardin never showed the slightest sign of disease.

M. Jacquemart, the famous Indian hunter, often told me that he had seen tigers spitting blood, which exhausted them so that they could be approached within a few feet with impunity.

All monkeys are very delicate animals. They are not gluttonous; and having so much exercise, they are rarely afflicted with diseases of the bowels. But they have weak lungs, and the reason why so many of the most interesting among them die when brought to Europe is the too sudden change of air, diet, and water. There is no more intelligent monkey than the chimpanzee, a very useful animal. But I am in Berlin I dined at the Zoological Gardens by the side of a pet chimpanzee. He partook of every dish like a human being, put sugar into his teacup, stirred it with a spoon, and drank the beverage with evident relish. But his eyes looked supernaturally bright. I felt his pulse. It was 125. "He will not live long," I said to his keeper.

"Why not?" he asked with a sorrowful mien.

"He is consumptive," I replied.

"Indeed! He often coughs."

The chimpanzee died a month later. His left lung was entirely gone.—PROF. JEAN VILAIN, in Popular Science Monthly for November.

A great many teachers' journals come to our sanctuary, on which we observe Vol. I., No. 1. Some are designed for local circulation and some are ambitious enough to look beyond their home boundary for patronage. One of the most promising of these is the Teachers' Advocate, published by G. E. Little & Co., Mercer, Pa. Although we see no editor's name announced in this number, yet we suspect that Co. Supt. A. J. Palm has frequently been seen about the office of publication. At any rate the character of the paper is evidence that some one of experience, good judgment, and ability is directing the enterprise. May it live and prosper.
THANKSGIVING.

BY F. F. TAYLOR.

Lay out the earth in a sheet of snow,
There is nothing at all to harm below,
Where more than the east the world together
And pines deep till pleasant weather—
The safest place in all the land
Is the narrow realm of the folding hand!
Then Thanks to God that a flower will die—
’Twas made to die Thanksgiving by:
Breathe as it falls—prophetic thing
To stand on. Glory’s diamond
Shall
The
Shall
Swing
Ah,
, No
Who tried all sorrows but the
It
Look up and see Thanksgiving found!
May see that glimmer on the ground,—,
. of
The shapes of fatLer,
As the old
Who
Ana
Thanks
As if they broke God’s
Come
That floated safe across the river,
E’en Death himself
.

PUBLISHERS’ DEPARTMENT.

PACK NUMBERS of the Weekly will be furnished for
D ten cents each until the supply is exhausted.

If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number of the paper, not the date.

In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed.

Round volume for 1877, Half Morocco, with gilt stamp can be had for 500. Covers alone, for any two volumes (175), 75 cents.

TERMS OF SUBSCRIPTION.

Per line, 15 cents; 10 cents each insertion. When a special location is chosen, 10 cents a line. Special Notices in Publishers’ Department, 25 cents.

Advertisements running one month or more will appear in all the issues monthly of the WEEKLY, which are published for local circulation in the states those issues enter.

Estimates for special time or space to be given upon application.

Copy should be received by Saturday noon, previous to date of issue.

Each advertising page of THE EDUCATIONAL WEEKLY contains three columns, each column ten inches, and one inch fourteen lines.

No advertisements will be inserted for less than one dollar.

Orders from subscribers must be paid monthly in advance.

Addressee: M. H. WHEAT, Publisher, Pittsfield, Mass.


PUBLISHERS’ NOTES.

—By an oversight of the printer, the price of “The Crystal Kite,” contained in the WEEKLY, has been omitted for several weeks. It is one dol.

—It may be a little late to advise our readers not to respond to an advertisement of the Denver Land Company, which appeared in the columns of the WEEKLY, and about 600 other first-class papers throughout the country, three weeks ago, but even yet the evidences of its fraudulent character are not complete. As the Post Office Department has taken charge of letters addressed to the Company, it is probable that all containing money will be returned to the writers.

A FAST-SELLING BOOK.

During the coming campaign will be the “Votors’ Text Book” of History of the United States, compiled from official sources and brought down to date. It is not partisan, and will tell to all parties. It is published in English and German, 600 crown octavo pages, illustrated and well bound, for $2.50. A standard and accurate work, sold by canvassing agents only. Fred L. Horton & Co., Indianapolis, Ind.

I could not think of doing without it. I hail its weekly adverst with great pleasure. Without the inspiration received from the WEEKLY, I fear my school-work would lack some of its animation.


OPINIONS OF THE WEEKLY.

Can’t possibly do without it. — C. L. Stonaker, McLean, Ill.

I am well pleased with the WEEKLY. — Supt. J. K. Loggins, Lompton, Ind.

I think it (Grube’s Method) is just the book for a young inexperienced teacher. — James G. Riggs, Dexter, N. Y.

I am glad to see the WEEKLY so plain spoken in what it thinks right. It deserves support from all teachers because it supports them.—Priv. F. A. E. Reay, Camargo, Ill.

I am much better pleased with the WEEKLY now than at any time since I have been taking it. I like its many editorials and shall help it along all I can.—Priv. J. M. Crow, Elwood, Ill.

THE EDUCATIONAL WEEKLY, of Chicago, is a bright, vigorous, truly Western publication, the representative of progress in educational methods and the enemy of all shams.—Saturday Evening Spectator.

Among the many new books for teachers, we notice the following as among the best helps of the kind that can be had: Grube’s Method; Two Essays on Elementary Arithmetic, by Louis Soldin, and Topical Analysis by G. S. Wedgwood, both published by S. R. Winchell & Co., Chicago, and the latter at 50 cents. Prof. Soldin presents in his two essays a practical exposition of Grube’s Method of teaching elementary arithmetic, together with many hints and illustrations. The Topical Analysis furnishes us with complete outlines of the common branches, as well as Physiology and Physical Geography.—Teacher’s Journal.

ACCOMMODATION DEPARTMENT.

Since the announcement of the Educational Purchasing Agency in these columns a few weeks ago, a handsome business has been opened with our subscribers. Two sets of Chambers’ Encyclopedias have been sold; six Webster’s Unabridged Dictionaries, about fifty smaller books, several dozen chromos, school mottoes, and smaller articles, and negotiations are in progress for the sale of globes and maps to half a dozen different schools.

The fact that money may be sent to us for the purchase of whatever is wanted and that satisfactory guarantees will be given to those who cannot conveniently visit Chicago to entrust their orders with us to be filled. Goods can usually be bought cheaper in Chicago than in country towns or cities for a lower price, if any discount possible to be obtained from published prices, we give the purchaser the benefit of it. Our compensation for special trade discount of five to ten percent, which, in most cases, we are able to obtain.

All kinds of school supplies can be obtained through this agency at the lowest possible prices. We can give specially low figures on certain articles already contracted for; maps of Wisconsin, Europe, and the United States, erasers, globes, and slate paper or cloth, for blackboards.

BRAIN AND NERVE FOOD.

Vitalized Phosphates, composed of the vital or nerve-giving principles of the skin, brain and wheat germ. It gives energy to mind and body; relieves debility and nervousness; gives vitality to the impaired or full of children; strengthens digestion; raises appetite and prevents consumption. Physicians above have prescribed 14,000,000 packages. Manufactured by the American Bee Journal Co., 566 5th Ave., N. Y. For sale by druggists, or mail, 5c.

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Thomas G. Newman & Son,

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Edwards' Monthly Reward Cards.

The utility of REPORT CARDS is no longer among the unsolved questions of school economy. A spirit of generous rivalry among pupils is the natural outgrowth of that interest which may be found in every successful school. Such a spirit is fostered and strengthened by recognition. A system of credits into which enter no unfair elements of estimating the work done by each pupil, is the best way to recognize and reward such efforts.

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are based upon such a system, and their use in schools, East and West, have fully demonstrated them to be superior to anything of the kind in use.

Their points of excellence and superiority are:

A Double Rank, a Scale in Blank, and clear Explanations to Parents and Teachers.

The Double Rank, in Class and in School, is the main feature in which they differ from other cards.

The method employed is determined from Average Scholarships, and the comparison is made between the pupils of different classes, between the pupils of a single class, pursuing the same studies, and then an element of unfairness is eliminated, for it is not just to compare the standing of pupils who have only elementary branches with those who have advanced and much more difficult studies.

RANK IN SCHOOL is based upon four items—Scholarship, Attendance, Punctuality, and Department, and it encourages backward pupils who cannot maintain high scholarship. To obtain this Rank, the comparison is made between all the pupils of the school or room.

Let us illustrate the working of the system in a room or school having three classes:

Charles may rank 1 in the A Class, Mary 1 in B Class, Henry 3 in the C Class, and William 1 in School, which makes four first places in every room having three classes.

For poor scholars are invited to maintain a high standing in Attendance, Punctuality, and Department, which will give them a high standing in School in spite of a low standing in School and Class; and Teachers mark alike.

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We have many letters from country, village, and city teachers, who have used these cards, testifying that they are the best in use.

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