The Educational Weekly

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Editorial.

The "Weekly" will be sent for $2.00 in advance till Jan. 1, 1881, to all new subscribers whose names are not sent on account of Premiums.

We wish to call attention to the series of articles begun in this issue by Prof. Calvin, of Iowa University. There are many teachers who are not aware of the really useful work that a twelve-dollar microscope will do; there are others who, if they had such an instrument, would not know what to do with it; and there may be still others who, having the instrument and knowing how to see with it, are yet unable to appreciate the significance of the facts brought within reach of their observation. All these classes will receive some useful suggestions from these excellent papers, telling how to look for interesting objects, how to mount them, and what they teach.

The question may arise at no distant day whether there is not such a thing as overdoing the giving of holidays. The penuriousness of school directors in many country districts limits the number of school days in the year and the over-generosity of city boards of education is in danger of having the same effect. What with legal holidays, accidental holidays and holidays taken by schools through a misinterpretation of an official order, the number in a city may range five or six in as many weeks. Now two hundred days is little enough for the school year and long enough, and when from inclement weather and processions and other causes the number of school days in the year is cut down to 195 or 190, there is danger that a reaction may take place and that the year may be lengthened a week or two to make up for the too frequent occurrence of holidays. Teachers are zealous and enthusiastic, of course, but the temptation of a holiday is great and there is danger that the matter be overdone.

Last week a panic in St. Louis resulted in serious injury to about a dozen children and the overturning of a teacher of German, with damage to clothing and battering bruising and banging to a very considerable extent. The affair was the result of a panic produced by the ringing of a special signal, the one arranged to be given in case of fire. Though this signal was supposed to be a profound secret, the children recognized it at once and stamped accordingly.

The lesson to be drawn from this is that in order to make special signals or special training for a panic. 'Sufficient unto the day is the evil thereof.' The children will be badly enough scared when the exigency arrives without teaching them to be afraid and keeping them on the qui vive for a fire, or an explosion, or falling in of the walls, or something else. In this case, truly, ignorance is bliss. If fire occurs let the children march out at the usual signal. They will be out before they have time to get frightened. At the suggestion of the superintendent we once rushed our pupils out on a false alarm, and as the bad boys say, "we will never do it again." Better fire or an earth-quake than a false alarm. Upon a former occasion with a bona fide fire, the dismissal was made without any excitement whatever.

An incident to illustrate this occurred lately in Chicago. It is the standing order of the present superintendent to have children go down stairs expeditiously. Of course most of the principals disregard the order and try to hold their pupils to a steady and careful gait on the stairs and corridors. But the principal of the Hayes school, like a dutiful servant, put the suggestion into practice some weeks ago. The consequence was as might be expected; the impetus once given, the boys became uncontrollable; rushed down stairs, threw down one of the assistant teachers and trampled on her, injuring her so seriously that she has been out of school ever since. We believe she is losing her pay and in destitute circumstances. She should of course sue the city for damages; she is as much entitled to them as would be a railroad employe who should be injured by the misplacement of a switch by the criminal carelessness of a fellow workman. Fifty principals will testify that the suggestion was foolish, and the putting of it in practice the extremely unwise.

LET US HAVE PEACE.

Father Scully, of Cambridgeport, Mass, has quarreled with his congregation on the question of sending their children to the public schools, has threatened to cut them off from the sacraments unless they send their children to his inferior parochial school, has discontinued his Sunday school so that the facilities for receiving religious instruction may be reduced to a minimum if the parishioners persist in patronizing the public schools, and has made it uncomfortable and embarrassing generally for the Catholics of Cambridgeport. In an appeal to his archbishop he appears to have received a qualified support coupled with a general direction to the synod of eighty clergymen, to be prudent and considerate in dealing with the rights and studying the wishes of the people. Archbishop Williams, himself an American and a public school graduate, pronounces his subordinate theoretically right, and deprecates the aggressiveness of priests who force such issues prematurely upon the public and the church.

This essentially personal quarrel has received more attention from the press and the Protestant pulpit than it deserves. It is nothing new. Father Scully is only reenacting the role of Fa-
other Phelan of St. Louis, Bishop McQuaid of Rochester, N. Y.,
and Bishop Gilmour of Cleveland, Ohio. The only difference
is that Father Scully's course is a little more extravagant and
undignified than that of his predecessors. He will strut his brief
hour upon the stage and then the whole matter will blow over.
And we venture to predict that in the event the country will be
safe, and not a public school building will be despoiled of
its Catholic pupils, or lose a cent of the support coming just as
cheerfully from Catholics as from Protestant tax-payers.

It is true that the Catholic church is opposed to purely secu-
lar education, and makes no secret of its opposition; but would
it be credited that the denunciations of the public schools from
Catholic prelates, of different grades of authority and varying
degrees of mental angularity, have more effect on Protestants
than upon members of the Catholic church? They inflame
the imagination and the rhetoric of Protestant clergymen and
excite a degree of apprehension among their congregations out
of all proportion to the danger threatened and the difficulties in-
volved.

It is true that the Pope would replace all public schools with
parochial schools with one wave of the hand or one stroke of the
pen—if he could. So he would glibble all Protestants in the
comprehensive embrace of the church—if he could; and the
truth is that he is more likely to do the latter than the former;
for any attempt at the former will be met by just such resistance
on the part of the whole Catholic population as Father Scully is
meeting at the hands of his parishioners. The Catholic episco-
py is not unwise; it will not excommunicate the body of its
following; thereby excommunicating itself, and leaving the
Catholic prelates, of different grades of authority and varying
degrees of influence, to work in their own way on this question.

The Weekly assures its readers, and it knows what it is talking
about as well as any periodical in the country, that the public
schools will never be injured by the Catholic church. The open-
ness of the church's hostility is its own antidote. The death of
the schools have to fear is of the most insidious form—death from
freezing, which is likely to set in when the Protestant denomina-
tions discover how rapidly these schools are being taken, captur-
ed, occupied by Catholic children, Catholic teachers, and Catho-
lic school inspectors. In large cities three-eighths of the chil-
dren are Catholic; the proportion of Catholic teachers is in-
creasing inordinately; and the ratio of school inspectors is be-
coming correspondingly large. And what mischief has been
done, or is likely to be done? In Boston parochial schools never
flourished; in New York, under the rule of a party of Catholic
sympathies, the support of the schools has always been princely;
in St. Louis the experiment of parochial schools was given up a
year ago; in San Francisco with a large number of Catholic
board members the expenditure on the schools has been excep-
tionally lavish; and now that Chicago has a larger number of
Catholics on the board than ever before; viz.—one-third of the
whole board—the building of new school houses is going on in a
manner unprecedented in the history of the city.

The papal syllabus would annihilate the public schools; but
some how it doesn't. So the papal bull, once upon a time, would
annihilate the comet; but it didn't. The public schools are nec-

cessary to the Catholic poor of this country, and they will be
maintained, as they are maintained, by the suffrage and taxes of
the people. Despite the medival history of the church, de-
spite the attitude of the Belgian Episcopacy, despite the fulmina-
tions of the syllabus, the Catholic laity believe in, support, and
patronize the public schools, and by this fact they should be
judged, regardless of the irrational vaporizing or petty squabbles
of Father Scully.

REVIEWS.

The Poetical Works of Henry Wadsworth Longfellow. Containing a su-
perb new Steel Portrait, by William E. Marshall, and Illustrated by more
than Five Hundred Fine Wood Engravings, designed especially for this
work by the best American Artists. Sold exclusively by subscription. To
be completed in not less than 28 nor more than 30 parts, at 50 cents each.

In the prospectus of this work, which was issued last spring,
the publishers promised a great deal. They promised more than
five hundred illustrations, all new and prepared expressly for this
work. This is more than has ever been attempted before in this
country for a work of this kind. As is well known, most sub-
scription works sold at the present time, especially if they are il-

lustrated to any great extent, are what publishers term "bash." That
is, the illustrations have been used before, and the plates from
which they are printed have become more or less worn, and
hence the pictures are neither so good nor so desirable. But in
this work the illustrations alone will have cost the publishers,
when completed, more than $60,000, making the cost of each of the
parts more than $2,000.

No poet in any country has ever before had such a wealth of
illustrations accorded to him as this magnificent tribute to
America's greatest poet. The landscape views are actual trans-
scripts from nature, and, like the ideal subjects and ornamental
designs, have been entrusted to the first artists of America, who
have cordially and unanimously cooperated in this effort to pro-
duce Mr. Longfellow's Poems in a form worthy of the world's
wide fame they enjoy. The Poems are set in handsome and leg-
ible type, adapted for the purpose, and printed on sumptuous
cream-tinted paper. As a work of art alone, it is a treasure to
be prized.

One-half the parts will be ready before the holidays, and we
suggest that no more elegant or valuable publication can be found
for a Christmas present than this.

A New Method for the Study of English Literature. By Louise Metz.

There is no doubt that this is a new departure in the study of
English literature. It consists entirely of questions. An index
of books of reference, with the works numbered, occupies one
page. In connection with the more difficult questions the num-
eros of these books of reference appear, with the page also in
special cases. The work is divided as follows: From 500 to
1066, 112 questions on English and continental literature and
contemporary events; from 1066 to 1400, 155 questions in-
cluding continental literature; also questions on the revival
of learning, the art of printing, etc.; 1500 to 1580, 122 questions,
the era of the reformation; 1580 to 1625, the Elizabethan era,
the writers classified, 294 questions; etc., etc. The above is
sufficient to indicate the plan of the work. In the remainder
the subject is classified and arranged, by reigns chronologically
as well as by the appearance of the peculiar forms of literature evolved at the several stages of its organic growth. Throughout the volume blank leaves are interspersed for the student's convenience in making notes, supplementary questions, etc. Whether the work is just the thing or not to put into the hands of the student, we are not prepared to say, but that it will be a mighty great convenience at the elbow of the teacher we are ready to assu- -e.


In this work, 68 pages are devoted to instruction, and 54 to Selected Songs. The course of instruction is judiciously prepared for schools not desiring a complete course, and yet wanting enough of the outlines to lead pupils to a good familiarity with easy music. This certainly meets a want. Too much technical instruction is usually given by the special music teacher. In the words of the author, "This book is a compendium of musical facts and theories, but a practical guide in the musical work best adapted to the schoolroom." The book will be particularly adapted for use in those schools where no special teacher of music is employed. It can be used by the common school teacher.

The selections for devotional exercises are all first rate. There are 38 of these songs—the sweetest and brightest that can be found.


The Elementary Lessons are very full and well graded, occupying the first 92 pages. The Songs for Recreation comprise many of Mr. Root's popular airs which were published in the Silver Lute, and which will probably be sung in schools as long as anything is sung. Besides these there are "arrangements" of other popular songs, and several which seem to be new.


This is not a large book, though it has a large title. It is very poorly bound and will not last long in the hands of the ordinary school boy or girl.

It contains a brief elementary course, which ought to have been either longer or shorter, in order to have done real service. As it is it occupies space which might better have been given to songs.

The songs are mostly new and written or "arranged" by the author of the collection. Though all very excellent, it would have been better to secure the variety which is afforded by different authors.

The sacred music is all in the style of anthems, good for choirs, but not for school singing.

The Cantata is simple, and can be prepared by schools without great proficiency in music. Each part of the book is good, as far as it goes, but the whole is adapted to no particular grade of school, and it will be difficult for it to find a place. It is absurd to undertake to prepare a book of 157 pages to be used in every place where the voice of singing is heard, from the primary school to the college. Infant songs, choir anthems, and college airs are seldom used by the same class.


Among the poems included in this collection are: Longfellow's Evangeline, Courtship of Miles Standish, and The Building of the Ship: Whittier's Snow-Bound and Maud Muller; Bryant's Sella and The Little People of the Snow; Holmes's Grandmother's Story and The School Boy; Lowell's Vision of Sir Launfal; and Emerson's The Adirondacks, The Tintmuse, and Monad-noc. This alone shows the character of the work. The volume is one to be prized. It is suitable for a Christmas present or to use in the class-room. The biographical sketches are concise and well-written. The notes and the numbering of the stanzas contribute to make the book serviceable in schools. The poems here published are nearly all long ones, and hence the collection is the more rare and valuable. It is designed to serve as a contribution to the study of literature as an art. If the reader has a latent spark of poetic fire, a study of this volume will kindle it into a flame.


This volume presents a collection of old and new pieces—serious, humorous, pathetic, and dramatic, in prose and poetry, for readings and recitations. The selections are all short, just the thing for Friday afternoons.


This is an English print volume of 186 pp. Its plan is experimental rather than theoretical. The inductive method is followed throughout and yet enough theory is wedged in to give continuity, method, and philosophy to the work.

The illustrations are numerous and graphic, the explanations of the experimental work clear and simple, and the equations of reactions well put and true.

THE MAGAZINES FOR DECEMBER.

ARTICLES INTERESTING TO TEACHERS.

Appleton's Magazine.

Foreign Education for Young Republicans; its Advantages and Disadvantages. By M. H. P.

Good Company.


An Answer to the Cry for more English. By Adams Sherman Hill.

Atlantic Monthly.

English Manners. By Richard Grant White.

Appleton's Journal.


Domestic Art. By Eustace Balfour in Good Words.

Scribner's Monthly.

The Johns Hopkins University. By Sophie B. Herrick.

International Review.

Technical Education the Supplement of Free Trade and Protection. By Hon. Lyon Playfair.

The Smithsonian Institution. By Henry W. Elliott.

Popular Science Monthly.

First-hand and Second-hand Knowledge. By W. B. Dalby.

F. R. C. S.
Spencer’s Data of Ethics. By Alexander Bain, LL. D.
The Beginnings of Geographical Science. By George A. Jackson. (Illustrated.)

OUR EDUCATIONAL EXCHANGES.

The Ohio Educational Monthly, W. D. Henkle, Salem, Ohio.
There is nothing thin about this periodical. When it takes up a subject it usually exhausts it. Yet it is not heavy. Its editorial paragraphs are practical and pointed. Its personal department is well kept up, full and newy. The November number is mostly devoted to the proceedings of the state association last July; but the papers and discussions are interesting and profitable.
The Iowa Normal Monthly, W. J. Shoup & Co., Dubuque, Iowa, is wide-awake and progressive. It smacks of the West in sprightliness of tone and positiveness of assertion. Its articles are never dull and its news department is fresh for a monthly. It does not reject in its make-up a vivacious variety that embellishes without detracting from solidity and merit.
Barnes’ Monthly goes a little out of its way to get in a sly drive at the Weekly in the following:
The New England Journal of Education.—“Success marked it for her own.” So says the Chicago Weekly, but, continues the Weekly, “though not well edited.” We are sorry to hear that. Nevertheless, we like the N. E. and National Journal because it has many contributions, pride, wealth, and culture. We think the day of its death is not near. It should be our pride, as American teachers, to be able to say that we have at least one Weekly able to sail under its own colors.
The ability to sail under American colors is usually gauged by the nerve and force and pluck to keep them flying, irrespective of the accident of birth. And we leave it to a dispassionate jury which is the worther in this respect, the Weekly or Barnes’ cheap editor. Many people in this country labor under the same fearful disadvantage as the first mate of the Weekly, and moreover they have had some reason to be touchy on this point, and it is barely possible that the house of A. S. B. & Co. may wake up some fine morning and discover that their cheap editor is expensive at any price.
The large clear type of this journal commends it to the eye whether curious or weary. In matter it is up to the standard of educational journalism. We especially appreciate the articles of our pleasant friend, O. S. Westcott. Wish he would not hide his light under a Wisconsin bushel. The Journal is a good exponent of pedagogical thought and methods in one of the best educational states in the Union.
The Primary Teacher, T. W. Bicknell, Boston, is well filled with articles calculated to help and inspire the teachers of its grade. While to the mature mind and the veteran teacher its articles sound puerile, still there is no doubt that their timely hints, apt illustrations, and pregnant suggestions save to the young teacher many an hour of blind experiment and give to immaturity the foresight and plan of experience and practice. To write for such a work requires a talent rare and peculiar, and higher than one might suppose.
The Eclectic Teacher, Vance & Chase, Louisville, Ky.
This periodical contains choice selections from the current literature of the day, not exclusively from educational papers, which is the worthier grade.

The editors exercise good taste in their selections, and when they write themselves they show that they can manufacture a good article as well as know one when they see it. The news department is full and timely, and covers a wide area of country. The Eclectic fills a good place and fills it well.
The Central School Journal, Keokuk, Ia., is a good journal for the price, if indeed its price could be accurately determined. This is a weakness of some other educational journals, which run the gamut of prices, notably Barnes’ Monthly, which sounds the scale from 50 cents to $1.50. Federal currency is well enough established in the United States now to preclude the necessity of making school journals a working model of its scale by selling them for any of its denominations that will suit the pecuniiosity of the subscriber.
The New York School Journal, A. M. Kellogg New York, is a vigorous weekly. It is plain, blunt, practical. Its blows are those of the sledge-hammer pattern. It is largely quoted and it deserves quoting, for it never says anything until it has something to say. Its reports of the New York school board meetings are full and interesting, and in other items of news and articles of thought, reflection, and school-room practice, it is second to none of its contemporaries.
The Indiana School Journal, W. A. Bell, Editor and Publisher, will celebrate the close of its XXI. volume with the December number. It still keeps in the even tenor of its way. It always contains something practical, something timely. It makes good profitable reading for the teachers of its state and others. It is always calm, deliberate, and judicious, but never slow. Indianapolis, Ind.
The Normal Teacher, J. E. Sherrill, Danville, Ind., comes to hand considerably improved in appearance. The November number contains some practical articles, illustrated diagrams, as well as a number of thoughtful discussions, and a fine list of questions. The Normal is original as to its contributions and judicious in its presentation of methods and views.
The Maryland School Journal, Geo. R. Newell, Baltimore, Md., contains for November a choice table of contents. It presents on the whole a creditable and prosperous appearance. It is largely eclectic, clipping from respectable sources, but not by any means destitute of original articles of appropriate and practical character. Its appearance speaks well for the section it represents.
The Educational Voice, of Pittsburgh, Pa., is a bright well-written little pamphlet, and the organ of the Teachers’ Association. It contains good thoughtful articles as well as choice tid-bits of note and comment.

HOLLAND ON TEACHING.

J. G. Holland says:
The poorest work done in the world is done in the school-room.
There is no competent idea of what education really is, in the average teacher’s mind.
A teacher’s duty, as is commonly understood, is to keep order and hear recitations.
No pupil should ever undertake a study to which he has not been properly and competently introduced.
No man is fit to teach who will leave a pupil floundering in and through a study for the want of intelligent help and direction.
A first-class teacher always has good pupils.
Lack of interest in study is always the result of poor teaching.
WORK FOR FRIDAY AFTERNOONS.

WHAT CAN BE DONE WITH A TWELVE DOLLAR MICROSCOPE.—I.

Prof. S. Calvin, Iowa University.

Something of interest and something really worth knowing may be found by following any line of study. I purpose to direct attention to the study of Nature, and this opens out into a hundred different directions into fields of interest and information, that are in no danger of being exhausted by the most assiduous cultivation. Not a nook or corner can be found anywhere that is not rich in facts, and it often happens that the facts hidden away in little neglected places are of the very highest importance. I hope to show, by and by, that our fortunes, our health, and even our lives are frequently at the mercy of little things that, at first thought, would be regarded as very insignificant. This thought, if ever entertained, is speedily changed on more intimate acquaintance with nature, and the conviction grows more and more that there is nothing so insignificant as to not repay careful study. Thorough study of any object is sure to shed some light on the relations subsisting between all parts of this visible, animate and inanimate creation. And since man is a part, and, from his own standpoint, a most important part, of creation, there can be nothing more interesting or more profitable than to make acquaintance with the things that, by the closeness of the relations they sustain to him, have power to affect his life or happiness.

So let us begin without further preliminary. It requires no special outfit to observe Nature and gather in many of the treasures of wisdom provided with such generous bounty for all who have the proper desire to make these treasures their own. There is something, however, particularly attractive in the minute things of Nature, and a microscope costing no more than twelve dollars* may serve as a beginning in bringing these minute things within reach of our observation. If at first we find nothing affecting either our lives or fortunes very much we need not be discouraged. We are sure to find plenty that will fill the mind, if not the pocket, with something useful, and while neither shortening nor prolonging life, will greatly heighten its enjoyment.

Our outfit should embrace, in addition to the microscope, a dozen or so of plain glass slides—slips of glass one inch by three—a pair of small forceps, one or two camel’s hair brushes, some needles mounted in handles, (break a good sized needle in two and insert the broken end of the point half in the stick of a pen-holder), and a dipping tube. For the last piece of apparatus, the “medicine dropper” of the druggist is a cheap and convenient form.

In almost every pond and in many old watering troughs may be found a most delicate plant composed of long green threads that are often matted together to form, in bright sunshine, bubbly looking tufts. Most people regard this plant with disdaim if not with horror, and try to stigmatize it by calling hard names. Nasty green scum and frog-spittle are some of the terms by which we attempt to debase it. Let no such names prevent our taking the very first opportunity to collect some and place it under the microscope. To prepare it for observation requires nothing more than to spread out some of the filaments on a glass slide, put on a drop or two of water and cover with another slide. Adjust your instrument for observation and look. If you retain any remnant of the old-time contempt for the slimy thing that would once have been regarded as pollution in a cup of drinking water, the contempt will speedily give place to admiration, or the effect of that which is intrinsically interesting and beautiful on thoughtful minds has been greatly over-estimated. For, stretching across the field of the microscope, in graceful curves or straight parallel lines, lie beautiful bands—the separate filaments or threads—and each a perfect plant in itself. Each thread is divided by delicate cross lines into a number of similar segments, and it requires only a little observation to see that, at the very beginning of our experiments, we have before us, in these several segments, the organic unit of the biologist, the cell. The cell walls are transparent and enclose a transparent fluid called protoplasm, while disposed in graceful spiral lines around the inner surface of the cell wall are numerous granules of the purest green—the chlorophyll. The green chlorophyll set in the clear protoplasm—a combination of emerald and crystal—produces an effect altogether beyond the power of painting or description.* But it is not altogether on account of its beauty of form or perfection of color that this simple plant is interesting. From it and its associates we may learn some of the most important facts of Biology. First the organic unit—in this particular region of Biology at least—is the cell, and an organic thing may be so simple as to consist of a single row of cells joined end to end. There are living things even simpler than this, as you all know, but it would be hard to understand how simplicity could be carried farther in a multi-cellular organism. Then each filament begins as a single cell which has the power of producing a second and the second may produce a third and so the process continues until the whole systems is completed. We have compressed into this simple fact the whole phenomena of organic growth. For growth consists in the development of old cells and the formation of new, and if we could only learn how two full-grown cells are derived from one, we would have possession of all possible knowledge on this subject. Throughout the whole organic kingdom, from the simplest to the most complex, in the development of the humblest plant, or in weaving the issues of the highest animal, after the first cell is formed there is not a process of growth that is not, in some way, a repetition of the seemingly simple act of making two cells out of one.

It may never be our privilege to watch the actual growth of a new cell. We may not see the beginning of the work of cell-making in any particular case and arrange to watch through all the various stages until the process is complete. That would require more time and patience and genius for experimentation than most of us can command; but the whole history of cell development may be made out just as well and just as certainly by observations extending over a very short time and directed by no uncommon display of genius. With our simple alga, or any other plant whose history we are studying, we are sure, in any field of the microscope, to find cells in different stages of development. There will be some showing the merest indication of a beginning, others slightly advanced, others still more advanced, and so the whole process may be sketched as truly as if we had actually selected some one, living, growing cell and sat down and watched until it gave rise to another as perfect as itself.

Let us now examine a number of plants of different kinds, cutting their sections, when necessary, with a razor or real sharp knife and making the sections in every possible direction; let us

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*The Library Microscope (Achromatic) of the Bausch and Lomb Optical Co., Rochester, N. Y., is the instrument with which the observations detailed in these papers were chiefly made.

[1] Describe only one of the almost endless varieties of Fresh water Algae, the one known as Spirogrya. To those interested in the matter there can be no more profitable recreation for themselves or pupils than the collection and study of the different genera and as many species as possible, of the Algae in their immediate neighborhood. All will be found equally interesting and equally beautiful.
take mosses, and ferns, and flowering plants of every station and
degree, from the tiniest herb to the tallest oak; let us take all
parts of the plants, making sections of root, stem, branch, leaf,
petal, stamen, ovary, everything indeed, mounting all in water,
and covering as we did the alga, and we will be ready to assert
to the well known generalization of the biologist that all organic
things are built up of cells.

In most ponds and ditches we will find the little plant called
Chara—a no very distant relative of our humble acquaintance,
the alga. A pond stocked with Chara is a treasure worth having
to both microscopist and biologist. It will be readily detected
by its long submerged stems which give rise at more or less regu-
lar intervals to whorls of spike-like leaflets. Some of the younger
leaflets from near the summit of the stem should be selected
and mounted as already described, and then, even with our twelve
dollar microscope, we may revel in princely luxury for it will be
our privilege to enjoy all the sensations derived from contemplat-
ing one of the grandest facts in the whole range of microsco-
pi cal investigation. Right before us we will see the contents
of the cells in active motion, sweeping round and round, down one
side and up the other, a ceaseless, tireless stream of protoplasm
bearing along grosser particles as a river carries its load of float-
ing drift-wood. And the cause of all this activity, we shall be
told without exactly knowing what it means, is life, and the tire-
less current is living matter, matter that is irritable, matter pos-
sessing the properties of contractility and sensibility, and the
powers of assimilating food and weaving organic tissues. The
chemist determines the composition of this living substance and
the biologist names it protoplasm, and there, for the present, we
are obliged to stop. Just how the thing or the property—whether
it is—called life, is related to it we are unable to say. This
much is certain; that wherever life is, there is living, active
protoplasm, and this protoplasm is always the same substance hav-
ing the same properties and composition whether we find it
sweping round the cells of the humble Chara, or exerting its
energies in the muscles and nerves and cerebral center of man.

Our twelve dollar microscope has thus demonstrated for us two
of the prime facts of Biology, namely: that organic things are
made up of cells and these cells contain living matter. It has
also brought us face to face with some of the most fascinating
subjects that can be presented to the human mind. What is life,
what its origin, what its connection with protoplasm, what is the
origin of protoplasm, and the like, are questions sure to be asked
even though we know that there can be no immediate answer.

THE THREE-FOLD DEVELOPMENT.

II.—THE INTELLECTUAL SIDE.

SARAH E. WILTSE, Boston, Mass.

W E will now examine the intellectual development as affected
by the kindergarten training. On this point (intellectual
development) quotations will be made from Alexander Bain, LL.
D., and Dr. Clarke, neither of whom wrote from the kinder-
garten stand-point, and may therefore be accepted as unprej-
duced witnesses to the truths that underlie the Froebel system.
The former stated that, "The entire bodily system, though in
varying degrees, is in intimate alliance with mental functions." So
the kindergartner will tell you that in proportion to the skill-
fulness of the little fingers and hands is the readiness of men-
tal perception. The child of four years who most dexterously builds
with blocks, most rapidly 

counts them. Is there no relation be-
tween head and brain? Dr. Clarke says: "The growth and ac-
tion of the hands are as necessary to the development of the
brain as the guidance and control of the brain are to the devel-
opment of the hand." Take the cold, flabby hand of the idiotic
child in your own and compare its texture and strength with that
of a quick-witted child; then read accounts of the training given
to weak minds through development of skill in the hands, and de-
nide if you can what is the subtle relation between hand and
brain which brings about mental improvement through physical
development. It is enough for us to know that brains are built
by training the hands of the young.

But the brain may be developed at the expense of muscle! Yes;
it is forced to conscious exercise such as is brought about
by requiring a child to make mental calculations with abstract
numbers before it has made them with concrete numbers. Clarke
maintains that it is as unphysiological and fraught with dan-
ger to make the brain work over books before its tissues are ready,
as to coax a child to stand before the bones of its legs are stiff
enough to support its body. The kindergarten method is based
upon the self-activity of the child, and mental growth is pro-
moted by the use of things which the child holds in its hands
while it examines and afterwards builds or designs under the
direction of the teacher. We will briefly examine some of the ma-
terial used:

Six woolen balls of primary and secondary colors are first
given the child. They are tossed, rolled, swung in the air, and
often tasted by these little seekers after knowledge. Songs have
been composed about them, and games are played with them in
time to music; they are counted as birds; they are rolled as
balls; they are swung in the air as bells; they are carried about
in baskets as fruit; color, simplest of all forms, and most familiar
are played with—by the balls of wood. The child immediately perceives the likeness
between them and is not long in perceiving the difference.
Then a sharp contrast is presented in the cube with its many
faces, its corners and edges, and the child is again contrasting
and comparing and is soon ready for the link which connects the
ball with the cube and there is enthusiastic applause when the
cylinder with a round surface like the ball and flat ones like the
cube is presented. These are followed by a set of solids, from
which forms are built by direction from the kindergarten;
in philosophic order the corresponding planes are given and forms
are laid, after which comes the line embodied in the stick, from
which outlines are formed, and a still nearer approach to the ab-
stract is made in the sewing and drawing which follow. By this
time hand and eye are sufficiently trained to undertake the more
difficult occupation of perfecting the corners of squares that are
found upon paper ruled for the purpose, and you have the child
doing orderly, fascinating work with his hands, while his brain
is making unconscious effort in counting blocks, adding, sub-
tracting, and dividing them, sometimes astonishing you by telling
unasked that a half of eight is four, for when he divides his
blocks into two halves there are four blocks in each part; such mental calculation could not be made by an ordinary child of four or five
years, in an abstract manner, without injury to the brain, but with
the things in its hands it is not only harmless but helpful to hand
and brain at once. The law of opposites—that is: from right
to left, from up to down, from back to front, is followed in all
the kindergartner's directions, and it is by unconscious observa-
tion of that law, that the children design so many symmetrical
forms in all kinds of work. It is readily seen that the child is
led from simple to complex forms; from things to pictures o
LITERARY AND MISCELLANEOUS NOTES.

—Our genial friend, Mr. T. S. Denison, 70 Metropolitan Block, Chicago, has "started a paper." And he has made a fine "start." Being a "playful" man, he has styled his journal Hours of Recreation. It will be published monthly (except July and August) for fifty cents a year. We wish him all the success indicated by his first number. Those in need of school dramas or farces should send for his paper and circulars.

—The Pacific School and Home Journal, San Francisco, announces that with the commencement of its fourth volume, in January, it will follow the rules for new spellings adopted by the American Spelling Reform Association. This marks progress. The Weekly has not yet ventured to go beyond the program and the catalog.

—A series of twelve original exercise songs, for use in public schools, is being prepared for Wide Awake, under the supervision of Mr. Louis C. Elson, a gentleman well known to the musical public of Boston and New York.

—Music Made Easy is the title of a pamphlet of 75 pages, just received from the publishers, George D. Newhall & Co., Cincinnati, Ohio. It contains the rudiments of music explained in a concise and novel manner, by Robert Challoner. It will be easily understood by beginners, and will render excellent aid to private teachers, or to those studying music without a teacher. It is very handsomely printed, on good, calendered paper. The design of the work is particularly to aid in a thorough understanding of those principles and rules which are applied in the use of the piano or organ. Any teacher or student of music will find it a pleasant and profitable companion.

—Messrs. S. C. Griggs & Co., Chicago, will have ready in a few days their long promised edition of the Younger Edda, sometimes called Snorre's Edda, or the Prose Edda, with an Introduction, Notes, a full Glossary and complete Index by Prof. Rasmus B. Anderson. It will be in one volume of about 320 pages. The Younger Edda contains the systematized Theogony and Cosmogony of our forefathers, their profoundest, sublimest, and best thoughts. The two Eddas may be said to constitute the Odinic Bible. The Elder Edda is the Old Testament, the Younger Edda the New. There have been but two previous translations of the Younger Edda into English. Both of these were made over thirty years ago; both were very incomplete, and one has been long out of print. It is therefore with great pleasure the publishers announce this new translation by Prof. Anderson, which contains more of the Younger Edda than any English, German, French, or Danish Translation that has yet been published, and will, it is believed, be a work of deep interest to scholars in all lands. Prof. Anderson is the well known author of several works relating to Norse Literature, among them Norse Mythology, published not long since and now in its third edition, and of which Mathias Jocumsson, the celebrated poet and scholar of Iceland, says: "It is without exception the most scholarly and remarkable book ever written upon this subject."

—For the closing of the year, Sunday-school superintendents and teachers will find a great many hints and helps in the December number of The National Sunday School Teacher. 1. There is a capital concert exercise for Christmas, called "The Christmas Gospel." 2. The Quarterly and Annual Review Hints will be found quite suggestive in reviewing the lessons. 3. The expositions of the lessons are practical as well as able—brilliant as well as sound. 4. The contributed matter is choice, and the editorial departments are both wise and witty. The Teacher is first class. Send to the publishers for a specimen of that, and their lesson Quarterly, Weekly, and Little Folks. Chicago: Adams, Blackmer, & Lyon Publishing Company.

—We have received the complete set of Chambers' Cyclopaedia of English Literature from the American Book Exchange, 55 Beekman street, New York. It consists of eight volumes, printed in clear type on good paper—but thin, firmly and neatly bound in cloth. We believe the price of the whole is only four dollars. If the fine type can be endured, and the books can be handled with care, this is the edition to buy for the school or home library. The special work of this publisher is to bring out cheap editions of the English classics in a style suitable for the library and worthy of preservation. So far his effort seems to be a success, and he is to be congratulated. It must be necessary to make very large sales in order to secure him against loss, as the books are not published without a great deal of expense, though they are sold at merely nominal prices. His work is styled by him "A Literary Revolution," and such it really is. The question to be settled is whether it is possible to publish such books at such prices, except at a loss. Mr. Alden is going to show us.

—A valuable and interesting book has been placed in our hands by M. L. Holbrook & Co., New York, entitled Aids to Family Government; or, From the Cradle to the School, according to Froebel. The author is Mrs. Bertha Meyer, a native of Germany. It was originally written in the German language, and has for several years been one of the most extensively read and most popular of the many works on the early training of children, to be found in any language. The translation was made by the American publisher, to which he has added an Essay on the Rights of Children and the True Principles of Family Government, by Herbert Spencer. The Contents include the following topics: "The Beginning of Education;" "The Care of the Body;" "Moral Development;" "Froebel's System of Training;" "The Kindergarten;" "Kinder­garten Material;" "At Home;" "The Rights of Children;" "One Hundred Suggestions to Parents."

—Senator Benton of Missouri, whose "Thirty Years in the United States Senate" constitutes his best claim to the remembrance of posterity, had a very exaggerated idea of the probable sale of the work. In his negotiations for a publisher he placed the expected sale at two millions of copies, so startling an estimate that the publisher at once broke off the negotiation, not wishing to be the means through which the Senator would be so cruelly undeceived. When at last the work found a publisher and was issued, the sale amounted to only twenty-five thousand copies.

—The Arkansas State Teachers' Association will be held in Little Rock, on the 29th, 30th, and 31st of December. The teachers of Missouri are invited to attend and take part in the proceedings. An effort will be made to obtain reduced fare on the railroads.
EDUCATIONAL INTELLIGENCE.

E D I T O R S.

Jr.-J. M. Dackman, Principal Grammar School No. 9, Daventry.
Hills.-N. P. Wilkinson, Principal High District School, Peoria.
Indiana.-J. B. Roberts, Principal High School, Indianapolis.
Minnesota.-O. T. Tuley, Sup't. Public Schools, Minneapolis.
Wisconsin.-Prof. S. S. Rockwood, State Normal School, Whitewater.

CHICAGO, DECEMBER 4, 1879.

THE STATES.

MICHIGAN.-A new paper is to be started by the professional students of the University, to be called the University of Michigan Galaxy. It will appear once in two weeks.

Prof. Payne's course in the science and art of teaching, at the University, continues to be very popular.

A civil suit for $10,000 damages has been commenced in the superior court at Detroit, against W. B. Smith, as mayor of Ann Arbor, by Christian Burnstine, for false imprisonment. The summons was served upon him while in Detroit attending the funeral of Senator Chandler. The name of Sheriff Case was also embodied in the summons, and they will have to catch him in Wayne county before they can get service on him. From the information we had received, we suppose the whole matter was settled when the suit against the students were allowed to go by default. In order to get at the facts, we called upon Mr. J. Q. A. Sessions, city attorney, who stated that the city had a clear case against Burnstine; furthermore that Burnstine, and the other students arrested, while in Mr. Frazer's office in his presence, and also in the presence of Messrs. Frazer, Hamilton, and Cramer, agreed to settle the whole matter if all suits then pending were diason inmed. The proposition for settlement came from Mr. Frazer, the students' leading attorney, and his proposition that there be no more suits on either side, and no more rushes in the post-office, was distinctly stated. Of course this suit of Mr. Burnstine is a private one, but it is an outgrowth of the unpleasantness. Mr. Sessions further says that if this suit is upheld, all the suits against the students will be reopened.-Ann Arbor Courier.

Sept. E. A. Strong, of Grand Rapids, has issued the following circular to the principals of the state. We give it publication to help the cause, which is one deserving all encouragement:

"Permit me to urge the preparation, by the schools under your charge, of an "Exhibit" of Pupils' Work in Drawing for the coming meeting of the State Teachers' Association. Select a general plan set forth in the circular announcing the meeting. It may be, and would best be, quite simple and informal, and the plan presented in the circular may be modified to suit your taste or convenience, only do bring out those portion of the work in which you work best.

"A convenient form will be to make up a bundle of papers showing pupils' work of each kind in each grade where drawing is taught, the separate drawings bearing name, age, and grade of pupil; a descriptive title or a course in drawing; listen together so that the whole can be examined; and bring to Lansing on December 29th next. If preferred, a paper might be taken from each class of the same grade, as well as from each grade.

"If you cannot make a complete exhibit, will you not make a partial one, bringing out that part of the work in which you feel most interest? If your work at present seems to you unrepresentable from its incomplete and unsystematic character, why so it is with the rest of us. After all, the important feature of the exhibition is that you yourself bring the papers to Lansing along with a large company of your teachers."

ILLINOIS.—A note from Pres. Hewett, of Normal, says the winter term has just opened with 320 pupils in the Normal Department; a larger attendance than before.

A teachers' institute was held at Wilmington, Nov. 8, at which R. H. Beggs, W. S. Mills and others gave exercises. The offices were the following: Pres. Geo. B. Crews; V. Pres. J. McKernan; Secy. Al. Pauling; Critic, Mrs. S. V. Robbins.

The Normal Model School gave an entertainment recently under the management of Prof. Cha. DeGarmo, which reflected credit upon all concerned.

PROGRAM OF COUNTY SUPERINTENDENT'S Section of the Illinois State Teachers' Association, to be held in the Court House, Bloomington, Tuesday, December 29, 1879: 9 A. M. Greetin', by Hon. Jas. P. Slade. New School Law. 10:30 A. M. The Relation of the Graded School of the Village to the surrounding Country Schools. Joseph F. Perry, Will Co. 2 P. M. How can a Systematic Course of Study be introduced in the County School? D. E. Millard, Carroll Co., A. R. Sabin, Lake Co. 3 P. M. Summer Institutes, Miss C. E. Averard, Champaign Co. 4 P. M. General Business. Time will be given for a full discussion of each topic. Superintendents who have prepared a Course of Study for Country Schools are requested to bring a supply for the members of the Association. Hotel and Railroad accommodations the same as for the State Teachers' Association. Headquarters of Executive Committee at Ashley House. A. G. Lane, Mary A. West, C. E. Mann, Executive Committee.

This is a period schools are taking the periodical church socials plan to raise money to buy singing books.

The new high school building at Ottawa approaches completion and will probably be ready for occupation by Dec. 15.

Springfield schools have been closed in the lower grades because of the prevalence of scarlet fever.

Ex-members of Springfield high school recently had a very pleasant reunion in Chicago.

Amboy has had no tardiness since Sept. 30, 1878, but Prof. James finds himself compelled to reprehend his patrons on another subject thus: "Pupils bring us too many notes, asking to be excused for part of the session. One teacher reports 3 of these excuses for the past month, making an average of nearly 4 per day. The whole amount of time lost on account of these excuses amounts to nearly a month for one pupil. It seems a very trifling matter to have a pupil 'excused after recess,' but we have lost twenty-five hours in a single day from this cause alone." We are glad to see this sort of loss of time opposed.

Decatur has lost a very estimable teacher in the death of Mr. Deberg from apoplexy. County Superintendent Trainer succeeds him in charge of the First Ward.

The Lexington (McLean Co.) schools employ seven teachers and will graduate ten pupils this year from a two years' high school course.

Palt Co. Teachers' Association is doing a good work. Gilbert A. Burgess is president and Miss Olive E. Cooney secretary. The next meeting occurs at Cerro Gordo, Dec. 15. The last was at Mansfield, Nov. 8. M. M. Morison, of Milimite, conducted a class exercise on the administrations of Monro and J. Q. Adams. A. E. Jolly of Cerro Gordo discussed Natural Philosophy, and E. O. Humphreys of LaPlace presented the subject of Physiology. Miss Reed, (Co. Supt.), is conducting a series of "Language Lessons" at the institutes. E. O. Humphrey, now on his second year at LaPlace, is gaining a high standing in the county. Allen S. Stills is on his second year at Mansfield.

Bement, Cerro Gordo, and Monticello are all flourishing under the charge of their new principals. The latter school has established a reading table from the premiums obtained at the county fair. The Teachers' Association has a column of the Monticello Bulletin devoted to educational interests. From all parts of the county come the most encouraging reports of the schools.

INDIANA.—Prof. G. W. Hoos, of the State University, has resigned, and is announced as the coming candidate for Superintendent of Public Instruction by the Republican party. He will not leave the University till the close of the present college year.

The Muncie Times of Nov. 26 contains Co. Supt. A. W. Clark's report of the schools in several of the towns, a column of "educational notes," and a communication from "A Citizen," commending the systematic and effective work done by Supt. Clancy, especially his office work, and speaking encouraging words of the county superintendence as now conducted.

OHIO.—Oberlin College has issued its catalog for 1879—80, which exhibits the institution as in a very flourishing condition. The total number of students is 499—Department of Philosophy and the Arts, 181; Literary Course, 111; Theological, 45; Select Studies, 33; Preparatory School, 198; English School, 25; Conservatory of Music, 213; total, 1,016 (counted twice, 67). Thirty-five ladies, twelve of them in the Freshman class, are taking the same classical course as the young men, and some of the finest scholars in the College are counted among them. The winter vacation comes early, being the week from Nov. 25 to Dec. 2. On the evening of Nov. 5, occurs the College oratorical contest, participated in this year by six members of the senior class. This is one of the leading events of the year, and is looked to with special interest. Another feature of interest is the fraternal feeling prevailing between the college societies, which is rather unusual in such institutions. The Phi Delta and Phi Kappa Pi societies had a joint banquet at the
Park House, Oberlin, on Saturday evening, Nov. 22, which is spoken of by the local correspondents as every way a delightful affair. The annual meeting of the Eastern Ohio Teachers' Association was to occur at Zanesville on the 28th ult.

The quarterly session of the Northeastern Ohio Teachers' Association will occur in Cleveland, Dec. 13.

Miss Julia E. Berger, first critic teacher in the Cleveland City Normal School, has resigned to accept a better position in the Indiana State Normal school, at Terre Haute. The Cleveland Normal has just removed from its old place on Eagle street to the building long occupied by the Board of Education, on Prospect street.

WISCONSIN.—Berlin enrolls a total of 522 pupils and the high school attains a record of 97 per cent attendance. The pupils have a custom of furnishing school notes for the local press, which is a very good one.

Prof. L. W. Briggs, of the Oshkosh Normal School, is president of a local Shakespearean Club.

Prof. A. F. North, of Pewaukee, is managing Carroll College, at Waukesha. Prof. Rankin having gone to Lake Forest Seminary to remain.

The Pewaukee school board have adopted a course of study for their schools and a set of very definite rules regarding examinations and promotions. The village of Oregon in Dane county has established a course of study for the high school of three years' length and embracing two years of Latin. E. L. Richmond, the principal, is a graduate of the Whitewater Normal School, and is putting in his second year's work.

The State Normal School at Platteville was closed recently for two weeks on account of the great prevalence of diphtheria in the school and village.

Gen. Bultiff, of the State Board of Health, has recently visited and inspected the Whitewater Normal School. He found the system, or rather the provision for ventilation, utterly inadequate. It was found that the air of no room in the building could be changed more than one-third as rapidly as necessary. The heating and ventilating will have to be entirely revolutionized if they are to come up to official standards.

The county teachers' meetings are coming more and more fully into vogue. The county superintendents are moving in the matter all over the state.

MINNESOTA.—N. H. Winchell, brother of Dr. A. Winchell, is Professor in the University of Minnesota, and also director of the Geological Survey of that state. From the last report it appears that in addition to the work of the survey proper, he is having attention paid to the causes of disease, archaeology and injurious insects. The chapters on these subjects are full of interest, especially the relation that is shown to exist between impure water and typhoid fever, and also the facts shown, in regard to the hatching, migrations, distribution, mode of life, and injuries of the Rocky Mountain locusts or grass hoppers. These as well as other points in the report are matters of universal interest, and Prof. Winchell is doing a good work for the people of that state by thus directing their attention to these important practical subjects.—Ann Arbor (Mich.) Courier.

Miss Flora Burgess, a school teacher at Ashley, Stearns county, was struck by the fist of a scholar named Amasa Pickett, fifteen or sixteen years old, for which he was arrested and fined $5. He committed some other depredations, which in combination with the assault, ought to have imposed upon him a heavier penalty.

A well-known citizen of Northfield, whose public spirit is frequently manifested, has just presented to Carleton College library his subscription for the "Encyclopaedia Britannica," Stoddart's edition, of which about one-half of the volumes are published. The whole work costs $120, and is a gift highly appreciated.

IOWA.—The next meeting of the Cedar County Teachers' Association will be held at Durant commencing Friday evening, Dec. 5. O. C. Scott is president and E. E. Frink secretary.

Middlebury College, which has been pretty well advertised lately, is the Alma mater of Davenport's scholarly city superintendent, Prof. J. R. Young.

The "School Record" is the name of a monthly paper just started, which is devoted to the interests of the Storm Lake public schools.

The "Marmot Post" advises teachers to attend to the legitimate work of the school-room and avoid the fret and worry attending a juvenile oratorical contest, better known as exhibitions.

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The "Marmot Post" advises teachers to attend to the legitimate work of the school-room and avoid the fret and worry attending a juvenile oratorical contest, better known as exhibitions. The Mt. Pleasant High School Recorder claims to be the first high school paper established in the state.

Marshalltown's new school-house is heated by steam, and supplied with water from the water-works.

The discussion of our institute system at the Independence meeting will be of interest to every teacher.

Marshall county has ten teachers who have been students at the State Normal School.

Iowa College for the Blind has received several hundred raised-letter books.

Nine teachers are employed in the Deaf and Dumb Institution at Council Bluffs. There are 138 pupils in attendance.

The Mt. Pleasant Free Press has been giving its numerous readers some fine articles on Education.

Mr. John King's articles on "The Country School," in the educational department of the Bellevue Leader, have been excellent.

The Republican of a recent date says: "On Friday last Prof. N. E. Goddard was the recipient of a sheepskin from Brown University. You may address him as Master of Arts hereafter and pin M. A. on the rear end of his name. The professor has our congratulations and Boone rises in honor of the event."

The eighth class, graduated by the Agricultural College a short time ago, numbered twenty-one members. This makes the whole number of graduates of the college 164. Rev. Oscar Clute, of Iowa City, spoke on "Modern Work and Modern Men." Prof. David Swing, of Chicago, lectured to a large house on "The History of the Beautiful and the Useful."

The General Assembly must do something for the indigent children of the state. Not less than four hundred of them are in county poor-houses. It is a sad commentary upon the forethought of our legislators.

The Central School Journal pitches into the Executive Committee of the State Teachers' Association for selecting Independence as the place for the next meeting of the Association. Thereupon Bro. Elden has the following to say in the Bulletin:

"Independence is much obliged to Bro. R., of the Central, for the 'many' he sends. It may be, indeed, that the Executive Committee had in view 'the eternal fitness of things,' when they located the next meeting of the Association near the Hospital for the Insane. But we sincerely hope that no defeated candidate for county superintendent will require permanent lodgings hereabouts. It may be that the earth will not cease its revolutions, whether Ex-county Superintendent Rowley comes to the Association or not. It may be, even, that two or three hundred teachers will come to Independence, find enough to eat and places to sleep, have a profitable meeting and a pleasant time, and be well in their way toward home before they find out that the dear brother was not in attendance."

The press of the state is manifestly and emphatically in favor of taking better care of the indigent children of the state. The attention of the next General Assembly will be called to this important subject. Surely it is wiser and better to care for pauper children than to allow them to grow up uncared for to become pests of society and victims of crime and immorality.

The Bedford Argus thinks the plan of bringing New York boys to Iowa to obtain homes for them is a cheat and a fraud. Some run away, and the entire lot, with but a rare exception now and then are dishonest, untruthful, and worthless. The unfortunate children of our own poor who are left homeless demand our first attention.

Five new school houses have been built in Jasper county during the past year.

Iowa has nearly 400 newspapers.

To the Editors of the Weekly:

Please give the enclosed a place in your columns:

In order to secure reduced rates on the Illinois Central Railroad to the Iowa State Teachers' Association, it will be necessary for those attending to procure from the superintendent of the county to which they belong, a statement to the effect that they are entitled to the reduction. The company has decided that in all cases persons must procure round trip tickets at the office to which they expect to return and that they must have a statement from the county superintendent that they are entitled to it, before the agent will sell them the tickets. Printed blanks have been sent the county superintendents, and if there should not be enough, others can easily be written. It is not convenient for any to call on the superintendents they can write to him, enclosing a stamp, and have him send them their credentials by mail. We suggest that county superintendents whose teachers must use this road, publish a notice in their local paper.

W. J. Shout, President.

Dubuque, Iowa, Nov. 29, 1879.
The Educational Weekly.

Number 140


Nebraska.—Literary Notes furnishes the following items: School-board, York, has requested citizens to vote $1000 to furnish the upper story of the new building and to decide whether or not the rooms may be leased. The object of the Board is to encourage the Methodist Seminary to begin the work of instruction as soon as its founder's desire, that is, in January. If the district have no present need of the rooms, the only question is the $1000, and that can hardly be called a question.

School district 14, Wayne Co., is building a school house, 18x30 with a tower.

State Normal, Peru, has 183 pupils.

Supt. Lamb, Lancaster Co., has moved to Abington, Ill. Supt. elect Bow­ers has been appointed to the place.

Gibbon Academy has forty pupils in academic department proper. State, l',

'信息安全',

'Staff',

'JUDGE SAVAGE who will lecture, Jan.

'WILLIAM dases',

'Session.-Societies flourishing. Late questions: Resolved, That the laboring State

'amined,

'Teachers' Certificates; in lieu is the

'lieue is the

'Board is to encourage the Metbodist, Seminary to begin the

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'it belongs to it at a special meeting, but are

'contract in

'makes the following, items: School-Board,

'York, has requested citizens to vote $1000 to furnish the upper story of the

'the exercises, and will follow the rules in force at the annual examination

'held at Greensburg, commencing Dec. 22, and continuing one week. Instruction

'in August last, in a portion of

'MADISON, WIS., Nov. 13,

'CERTIFICATES.

'Sup't. elect of Buffalo county. The friends of education


'Co., is building a school house,

'furnished the following, items: School-Board,

'expecting very much from him.

'It has been held that a contract made by a majority of the,

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'time,

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'It is customary

'resolved. That the laboring classes of Europe are justified in their

'dla is one who

'officer for this purpose.

'An ineligible person in possession of and persistently holding the office

'coy warranto. For misdemeanors he could perhaps be removed

'as county officers are removed for like offenses—being held to be a county

'office to furnish the upper story of the

'prin­

'official books at the expense of the district.

'services in holding a special examination for their benefit, unless some

'examination should be required, to pay the township superintendent for his

'at the expense of the district.

'district at a special meeting may empower the board to

'pay the township superintendent for his

'is held that under this provision a district board may establish such

'authors and regulations as are necessary for the government and management of

'the school. It is held that under this provision a district board may establish such

'rules as will secure the adoption in the school of the prescribed text-books,

'to the exclusion from school of any pupils who may refuse to provide themselves

'with the same. Of course, indigent pupils are to be supplied with proper books at the expense of the district.

Nebraska.—Rulings on School Law.

1. An ineligible person in possession of and persistently holding the office of Treasurer, if competent in other respects, is removable by procedure in the nature of a quo warranto. For misdemeanors he could perhaps be removed as county officers are removed for like offenses—being held to be a county officer for this purpose.

2. The teacher acting under the authority of the Board is one who ought to exercise the power of deciding as to what branches a pupil shall or shall not pursue.

3. Provided the explanation is not sectarian in its character, a teacher does nothing contrary to law in reading and explaining, and then, with pupils, repeating the Lord's Prayer, as a daily school exercise. The control of this matter is within the power of the board as a part of the course of study.

4. The district at a special meeting may empower the board to make and carry into effect provisions for a term of school, but the powers belonging to the district at an annual meeting, which are special and granted by section 35 of the school law do not belong to it at a special meeting, but are vested in the board.

5. The intention of the law is, upon division of a district to provide for an equitable disposition of all species of property previously vested in the original district or districts, taking into account any indebtedness that is to remain with these districts. This may include previous levies and future appropriations.

6. If a resident voter receives into his family a pupil from abroad with intention on his part and on part of the pupil that the pupil is there to reside permanently; or, if such voter does not send to school children of his own, and receives such pupil into his family on grounds of companionship or friendship, it is customary and right, and perhaps legally obligatory for the board to exact no tuition.

7. The division of tax levies in the division of district property, is proportioned to the taxable property, and of appropriations according to the number of pupils.

KANSAS—normal institutes.

State Department of Public Instruction, Topeka, Kansas, November, 1879.

County Superintendent of Public Instruction:

I am very desirous of securing, at the earliest possible date, the information suggested by this circular. It is to be used by the State Board of Education, in connection with the State Normal Institute, to be held here soon. By giving this matter your immediate attention, you will greatly oblige,

Very truly yours,

Allen B. Lemmon,
State Superintendent of Public Instruction.

1. Was the last Normal Institute held in your county thoroughly graded?

2. If it was graded, give the number of students in each division. If not graded, give reasons therefor.
3. If your Institute was graded, state the number of classes in the following subjects: Orthography and Orthography; Reading; Writing; Arithmetic; English Grammar; Geography; U. S. History; Didactics?

4. Were the members of your Institute graded and classified by the managers of the Institute, or were they permitted to classify themselves?

5. Did your Institute follow the course of study prescribed by the State Board of Education?

6. Was it the custom of your Institute to allow different candidates to take the same examination?

7. Were classes in Didactics sustained during the entire session of your Institute? If not, why not?

8. To what extent did the members of your Institute make and preserve notes of the different exercises?

9. At the close of your Institute, how many of its members received certificates authorizing them to teach in the public schools of the county? A Grade? First Grade? Second Grade?

10. Would not the value of Normal Institutes be increased by not holding an examination for several weeks after their close?

11. How can the work of County Normal Institutes be made more valuable to our common-school interests?

OBITUARY.

Died, on the 17th of October, at the residence of Gen. Charles E. Hovey, in Washington, D. C., Farnham Spofford, in his 82d year.

Mr. Spofford was one of the veteran teachers of New England. The first of the following articles is from the Lawrence (Mass.) American, and the second from the Nantucket Enquirer and Mirror:

ANOTHER OLD CITIZEN GONE.

Many readers of the American must have personally known Farnham Spofford, a native of this town, in early life, and for a quarter of a century he was a school teacher, followed his profession here and abroad. Mr. Spofford removed to Nantucket about 1820, where he remained until 1841, returning to the old Spofford homestead, but for the past six years has resided with his son-in-law, Gen. Chas. E. Hovey, in Washington, where he died on the 17th inst., at the ripe old age of 82. He was a Selectman of the town, April 23, 1841, at the first election held after the town was set apart from Andover, also a school committee man the same year. March 3, 1856, he was re-elected to the Board of Selectmen, serving until 1857. From 1859 to 1861 he again performed the duties of a school committeesman. The deceased was a man of abundant common sense, high-minded, courteous, and held in high esteem by all who enjoyed his acquaintance. In religious belief he was a Unitarian. He leaves a widow and five children, three of whom married school teachers. Harriet, the eldest, married Gen. Chas. E. Hovey, who before the war was president of the Illinois State Normal University. Lydia, the youngest, married Prof. John W. Cook, of the same institution, and Caryl, the third daughter, married Aaron Grove, Supt. Public Schools in Denver, Colorado. The other daughter, Ellen, married a merchant and is now living in Washington, and the only son, Edward, is living in Pennsylvania. It will be seen that this old Andover family is extinct. The old Spofford homestead by the Great Pond was burned down a few years ago, and a modern looking edifice has been built on its site. His remains were brought to North Andover for burial, Saturday, Rev. J. H. Clifford conducting the funeral services, held at the grave, at 2 o'clock p. m.

FARNHAM SPOFFORD.

No item of intelligence in our paper to-day will probably call out so many comments as will the announcement of the death of this veteran school teacher; for no other man ever had as many pupils in our community under his care. Commencing as teacher here about the year 1820 and continuing his labors until 1841, during the height of our town's greatest prosperity and population, the Old South Grammar School, of which he had charge, numbered most of the time over two hundred pupils. At the time of his taking the school, it was said as well, it is said, and will be imagined, but by his untiring energy and indomitable will he succeeded in bringing order out of chaos and establishing a school of which any teacher might be proud. While he was in the army of evil-doers the well-disposed had nothing to fear from him. He was kind-hearted and generous to a fault, and would give of his own time, either day or night, to assist a pupil who was anxious to have his task perfected. He will be remembered with respect by ourselves, as well as by numerous others of his old pupils still living in this town, among whom are many of our retired ship masters and worthy business men. Mr. Spofford married Lydia, daughter of the late Peter Coggeshall, of this town, by whom he had four daughters and one son, all of whom survive him.

—The next meeting of the S. E. Missouri Teachers' Association will be held in Charleston, Dec. 29, 30, and 31. A full program for the three days and nights is made, and will be sent out in a few days. Many of the subjects to be dealt with are vital and will interest all. A convention of School Commissioners will be held on the afternoon of the 30th. This will be an important and valuable feature of the meeting. Dr. Shannon, State Superintendents, will address the convention and citizens in the evening of the second day.

REGULATING TARDINESS.

To the Editors of the Weekly:

My school time is five minutes slower than railroad time. I arrive at the schoolhouse at eight; find the house in order for school, and pupils enough there for me to commence upon. Every pupil is commonly at work upon his lessons before 8:40. Roll-call occupies from five seconds before 9 to 9. Every one that is not present at roll call, coming in afterwards, remains after the other scholars have left to have his attendance entered upon the schedule. This detention is not a penalty inflicted for tardiness, but to enable me to have the schedule show the attendance correctly. By the time I have my schedule, pen and ink duly arranged and their attendance entered, the other pupils are one-fourth mile from the school-house. Pupils have over a mile to walk, only one residing within a mile of the school-house. The tardy ones have lonely walks. Cases of tardiness are very rare.

FERRY CO., ILL., Nov. 24, 1879.

E. G. ROOTS.

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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DeGrate's School-room Song Book...

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Wedgewood's Topical Analysis...

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Rogers' Questions, 25 cents each, complete...

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If the price exceeds the amount due on premium 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 an account of premium.

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

Exchanged 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 warrant stamps of a larger denomination than three's.

EXAMINATIONS.

By Max Muller.

Academic freedom is not without its dangers; but there are dangers which it is safer to face than to avoid. In Germany — so far as my own experience goes — students are often left too much to themselves, and it is only the cleverest among them, or those who are personally recommended, who receive from the professors that personal guidance and encouragement which should and could be extended to all.

There is too much time given in the German Universities to mere lecturing, and often in simply retailing to a class what each student might read in books often in a far more perfect form. Lectures are useful if they teach us how to teach ourselves; if they stimulate; if they excite sympathy and curiosity; if they give advice that springs from personal experience; if they warn against wrong roads; if, in fact, they have less the character of a show-window than of a workshop. Half an hour’s conversation with a tutor or a professor often does more than a whole course of lectures in giving the right direction and the right spirit to a young man’s studies. Here I may quote the words of Professor Helmholtz, in full agreement with him. “When I recall the memory of my own University life,” he writes, “and the impression which a man like Johannes Muller, the professor of physiology, made on us, I must set the highest value on the personal intercourse with teachers from whom one learns how thought works. Whoever has come in contact but once with one or several first-class men will find his intellectual standard changed for life.”

In English Universities, on the contrary, there is too little of academic freedom. There is not only guidance, but far too much of constant personal control. It is often thought that English under-graduates could not be trusted with that amount of academic freedom which is granted to German students, and that most of them, if left to choose their own work, their own time, their own books, and their own teachers, would simply do nothing. This seems to me unfair and untrue. Most horses, if you take them to the water, will drink; and the best way to make them drink is to leave them alone. I have lived long enough in English and in German Universities to know that the intellectual fibre is as strong and sound in the English as in the German youth. But if you supply a man, who wishes to learn swimming, with bladders — say, if you insist on his using them — he will use them, but he will probably never learn to swim. Take them away, on the contrary, and depend on it, after a few aimless strokes and a few painful gulps, he will use his arms and his legs, and he will swim. If young men do not learn to use their arms, their legs, their muscles, their senses, their brain, and their heart too, during the bright years of their University life, when are they to learn it? True, there are thousands who never learn it, and who float happily on through life buoyed up on mere bladders. The worst that can happen to them is that some day the bladders may burst, and they may be left stranded or drowned. But these are not the men whom England wants to fight her battles. It has often been pointed out of late that many of those who, during this century, have borne the brunt of the battle in the intellectual warfare in England, have not been trained at our Universities, while others who have been at Oxford and Cambridge, and have distinguished themselves in after-life, have openly declared that they attended hardly any lectures in college, or that they derived no benefit from them. What can be the ground of that? Not that there is less work done at Oxford than at Leipzig, but that the work is done in a different spirit. It is free in Germany; it has now become almost compulsory in England. Though an old professor myself, I like to attend, when I can, some of the professorial lectures in Germany; for it is a real pleasure to see hundreds of young faces listening to a teacher on the history of art, on modern history, on the science of language, or on philosophy, without any view to examinations, simply from love of the subject or of the teacher. No one who knows what the real joy of learning is, how it lightens all drudgery and draws away the mind from mean pursuits, can see without indignation that what ought to be the freest and happiest years in a man’s life should often be spent between cramming and examinations.

And here I have at last mentioned the word, which to many friends of academic freedom, to many who dread the baneful increase of uniformity, may seem the cause of all mischief, the most powerful engine for intellectual leveling — Examination.

There is a strong feeling springing up everywhere against the tyranny of examinations, against the cramping and withering influence which they are supposed to exercise on the youth of England. I cannot join in that outcry. I well remember that the first letters which I ventured to address to the Times, in very imperfect English, were in favor of examinations. They were signed La Carrière ouverte, and were written long before the days of the Civil Service Commission! I well remember, too, that the first time I ventured to speak, or rather to stammer, in public, was in favor of examinations. That was in 1857, at Exeter, when the first experiment was made, under the auspices of Sir T. Acland, in establishing the Oxford and Cambridge Local Examinations. I have been an examiner myself for many years, I have watched the growth of that system in England from year to year, and in spite of all that has been said and written of late against examinations, I confess I do not see how it would be possible to abolish them, and return to the old system of appointment by patronage.

But though I have not lost my faith in examinations, I cannot conceal the fact that I am frightened by the manner in which they are conducted, and by the results which they produce. As you are interested yourselves at this Midland Institute, in the successful working of examinations, you will perhaps allow me in conclusion to add a few remarks on the safeguards necessary for the efficient working of examinations.

All examinations are a means to ascertain how pupils have been taught; they ought never to be allowed to become the end for which pupils are taught.

Teaching with a view to examinations lowers the teacher in the eyes of his pupils; learning with a view to examinations is apt to produce shallowness and dishonesty.

Whatever attractions learning possesses in itself, and whatever efforts were formerly made by boys at school from a sense of duty, all this is lost if they once imagine that the highest object of all learning is gaining marks in examinations.

In order to maintain the proper relation between the teacher and pupil, all pupils should be made to look to their teachers as their natural examiners and fairest judges, and therefore in every examination the report of the teacher ought to carry the greatest weight. This is the principle followed abroad in all examinations of candidates at public schools; and even in their examination on leaving school, which gives them the right to enter the University, they know that their success depends far more on the work which they have done during the years at school, than on the work done on the few days of their examination. There are
outside examiners appointed by Government to check the work done at schools and during the examinations; but the cases in which they have to modify or reverse the award of the master are extremely rare, and they are felt to reflect seriously on the competency or impartiality of the school authorities.

To leave examinations entirely to strangers reduces them to the level of lotteries, and fosters a cleverness in teachers and taught often akin to dishonesty. An examiner may find out what a candidate knows not, he can hardly ever find out all he knows; and even if he succeeds in finding out how much a candidate knows, he can never find out how he knows it. On these points the opinion of the masters who have watched their pupils for years is indispensable for the sake of the examiner, for the sake of the pupils, and for the sake of their teachers.

I know I shall be told that it would be impossible to trust the masters, and to be guided by their opinion, because they are interested parties. Now, first of all, there are far more honest men in the world than dishonest, and it does not answer to legislate as if all school masters were rogues. It is enough that they should know that their reports would be scrutinized, to keep even the most prostrate of teachers from bearing false witness in favor of their pupils.

Secondly, I believe that unnecessary temptation is now being placed before all parties concerned in examinations. The proper reward for a good examination should be honor, not pounds, shillings, and pence. The mischief done by pecuniary rewards offered in the shape of scholarships and exhibitions at school and University, begins to be recognized very widely. To train a boy of twelve for a race against all England is generally to overstrain his faculties, and often to impair his usefulness in later life; but to make him feel that by failure he will entail on his father the loss of a hundred a year, and on his teacher the loss of pupils, is simply cruel at that early age.

It is always said that these scholarships and exhibitions enable the sons of poor parents to enjoy the privilege of the best education in England, from which they would otherwise be debarred by the excessive costliness of our public schools. But even this argument, strong as it seems, can hardly stand, for I believe it could be shown that the majority of those who are successful in obtaining scholarships and exhibitions at school or at University are boys whose parents have been able to pay the highest price for their children's previous education. If all these prizes were abolished, and the funds thus set free used to lessen the price of education at school and in college, I believe that the sons of poor parents would be far more benefited than by the present system. It might also be desirable to lower the school-fees in the case of the sons of poor parents, who were doing well at school from year to year; and, in order to guard against favoritism, an examination, particularly wide of, before all the masters of a school, possibly even with some outside examiner, might be useful. But the present system bids fair to degenerate into mere horse-racing, and I shall not wonder if, sooner or later, the two-year-olds entered for the race have to be watched by their trainer that they may not be over-fed or drugged against the day of the race. It has come to this, that schools are bidding for clever boys in order to run them in the races, and in France, I read, that parents actually extort money from schools by threatening to take away the young racers that are likely to win the Derby.

If we turn from the schools to the Universities, we find here, too, the same complaints against over-examination. Now it seems to me that every University, in order to maintain its posi-


TOMMY'S DREAM.

Or, The Geography Demon.
I hate my geography lesson! It's such a bore! I wish it were over with; to bother me so every morning, it's really the greatest of shame.

The brooks, they flow into the rivers, and the rivers flow into the sea; I hope, for poor people, they enjoy it. But what does it matter to me? Of late, even more I've disliked it, and more disagreeable it seems, ever since the sad evening last winter. Where I had that most frightful of dreams.

I thought that a great horrid monster stood suddenly there in my room—a frightful Geography Demon, enveloped in darkness and gloom; his body and head like a mountain, a volcano on top for a hat; his arms and his legs were like rivers, and his fingers, cold, clammy and long; and fixing his red eyes upon me, he roared forth this horrible song:

"Come! come! rise and come Away to the banks of the Muskingum! It flows o'er the plains of Timbletcoo, With the peak of Teneriffe just in view. And the catatras leap in the pale moonshine, As they dance o'er the cliffs of Brandwylne.

"Flee! flee! rise and flee Away to the banks of the Tombokbee! We'll pass by Alaska's flowery strand, Where the emerald towers of Polina stand, We'll pass them by, and will rest awake, On Michillimachien's tropic isle, While the apes of Barbury frisk around, As they dance o'er the cliffs of Brandwylne.

"Hie! hie! rise and hie Away to the rocks of the Yang-tse-k'ei! There the giant mountains of Chishun stand, And the iceberg gleam through the falling sand, While the elephant sits on the palm-tree high, And the cannibals feast on bad-boy pie.

"Go! go! rise and go Away to the banks of the Hoang-ho! There the Chickasaw sachem makes his tea, And the kettle boils and waits for thee. We'll strike thee, ho! and we'll lay thee low, On the beautiful banks of the Hoang-ho!"

These terrible words were still sounding Like trumpets and drums through my head, When the monster clutched tighter my shoulder, And dragged me half out of the bed.

In terror, I clung to the bed-post; But the faithless bed-post, it broke, I screamed out aloud in my anguish, and suddenly—well, I awoke.

He was gone. But I cannot forget him. The fearful Geography Spirit. He has my first thought in the morning, He has my last shudder at night.

Do you blame me for hating my lesson? Is it strange that it frightful should seem? Or that I more and more should abhor it? Since I had that most horrid dream? Laura F. Richards, in St. Nicholas.

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Reader, do you care to do anything to make the Weekly a better paper? If so, ask your friends to subscribe for it, and send in their subscriptions. You will thus do professional service outside of the school-room, and at the same time earn a right toa fine premium.

---I like the Weekly, and think its value is steadily on the increase. I could hardly do without it now.—Prin. D. H. Darling, Lockport, III.