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.

A false notion often entertained by young teachers is that the government of a school is of more importance than the teaching. It not unfrequently happens that in the rural districts the lad or girl of sixteen who is acknowledged to be the best scholar in the district, and perhaps able to instruct the teacher, is invited by the directors to teach the school for a season. His only hesitancy is on account of the management. The traditional pedagogue was a school-master, and unless the new teacher of a country school has a well-developed muscle it is even yet a question of prudence as to whether or not he should assume to control a score or more of rude and seemingly uncontrollable boys—to say nothing of the girls. He hesitates, therefore, not because he fears that there may be some problem in the arithmetic which he can not solve, or some sentence in Pollock's Cosres of Time which he can not parse, but because he is not confident of his ability to maintain good order and thorough discipline.

This apprehension is often intensified by experience, and many a young teacher reaches the end of his school term in a wretched state of mental anxiety, not to say fear. The bugbear of school government grows larger as the weeks pass, and the closing of school "the last day" is done with much the same feeling by the teacher who has completed his first term as is experienced by an innocent man at the verdict of "not guilty" after a threatened conviction in a criminal court.

The necessity of some kind of discipline is recognized, but the mistake is made in supposing that it is superior to or even paramount with that of teaching. In fact teaching is successful only as it comprehends and controls discipline. He can scarcely be said to be a good teacher in a public school whose competency extends only to the exposition of the text-book or the developing of mind. The true teacher of children is called to do more than that; he is to teach very much by example; he is to deport himself before his pupils in such a way that government is never thought of by them and his very precept and example are the most effective kind of restraint and corrective of bad conduct. Let him aim to do right himself, and then let him expect his pupils to do right, and there need be little fear of disorder or insubordination. He has something to teach besides the subjects mentioned in his course of study or those represented by the different text-books. He has the broad subject of manners, and morals, which comprehend the whole deportment of his pupils. How shall they speak, and walk, and stand, and sit? How shall they treat each other? How shall they regard the property and the rights of others? What are the objects of the school? How and by whom is it sustained? What is his relation to his pupils, their parents, and the district? What is community, law, the state, and government? These and other similar subjects are to be explained by the true teacher, and in doing his whole duty in this respect he is rendering the most effective service as an organizer not only of his school but of society. School government becomes a secondary matter, and it may almost be said not to exist at all. Many a school has come thus to "govern itself," and learning in such a school becomes a delight.

But there are times and places where this fine theory will not work. There are boys who must be punished, and there are girls who ought to be. And what shall the young teacher do then? How shall he punish, and when shall he punish, and how severely shall he punish, are important questions, and should receive some consideration before it becomes necessary to act.

In nine cases out of ten, even where the teacher concludes to inflict corporal punishment only after careful and deliberate reflection, there is a better way to insure the correction of a fault or to benefit the offender than by resorting to this coarse and barbarous method. Blows are usually inflicted in anger; if they are postponed till there is no more anger, and love has taken its place, they will be very apt to give place to a milder corrective, and perhaps to a simple kind word, which may do a thousand times more good than a shower of blows.

By no means permit yourself to strike a child upon the head. The organs exposed in the head are the most delicately finished in the body, and a slight blow may cause permanent physical injury. A blow on the head, a jerk of the ear, or the hair, or any kind of a slap, is not only dangerous, but it is undignified and unbecoming to the teacher. Such punishment is never inflicted in love, and can have but a temporary and seemingly good effect.

The teacher should never punish in haste or in anger. If corporal punishment is to be inflicted, let it be after a full and friendly statement of the cause of it and its necessity. And a blow offered after such a statement is only the execution of a law; if the law is inexorable, strike; but if it is not less rigid than that which binds the governor of a state, then exercise your proud prerogative and pardon.

Every teacher within reach of the place of meeting should attend one of the many state associations which are to be held the last three days of this month, and most teachers who are succeeding in their work, or are going to succeed, will attend these meetings.
RELIGION AND POLITICS.

S MANTANEOUSLY with the trouble in Cambridgeport on the question of public schools or church schools, comes an article in the *North American Review* from the facile pen of James Anthony Froude, warning the people of this country against the wonderful growth of the Catholic Church in the United States, and the overshadowing influence it is destined to have upon our political institutions.

There is no question that the matter of religion enters somewhat into politics. Men retain their prejudices after they have lost their faith, and though thoroughly irreligious themselves, they will attack with great zeal a man or a measure suspected of being tainted with a creed offensive to their prejudices, though its tenets be entirely out of the range of their understanding.

Both parties have profited by this religious factor in politics. Hayes owes his presidency to a religious hue and cry, which defeated William Allen for the governorship of Ohio on an issue that had no existence out of the imagination of the politicians.

In large cities posturing for the vote of a particular denomination has been a ludicrous feature of the career of some politicians; but, on the whole, it has been a rather unprofitable investment in statuary, for purposes of exhibition. We have in mind one young man who has attitudinized for fifteen years to win the Catholic vote, and who is now farther than ever from the goal of his ambition; so far indeed that he could not be elected constable or delegate from his own precinct, and his future fame and fortune must depend on the exercise of his profession—a rather slim dependence.

It does not pay to posture. The motive is always transparent, and the inevitable result is a sentiment of disgust in the minds of those whom the posturer desires to affect favorably. At the present time the press is teeming with articles implicating the Catholic church in the business of politics. The suspicion is unjust; it is not fair to blame the church for the posturing of demagogues. But as an ounce of illustration is worth a pound of argument, it may not be out of place to cite the school troubles in Chicago as a case in point. The sentiment prevails pretty generally throughout the country that the reason of unrest in the schools, the putting out of the Bible, and the annoyance inflicted on Mr. Pickard was the work of a Catholic ring.

Of the three men most active in the work, one is a profligate, one a hypocrite, and one a nondescript, and as far as the parties were known to the bishop, they were all under his displeasure, as a restless, unwholesome, mischievous set of adventurers. It was not Catholicity but puppyism that instigated the strife. Mr. Pickard was a strong though judicious man; he could not be used, so he had to be routed, and a tool discovered; his character was a standing reproach to the monkeys that came his official masters, and he had to go, and the Catholic church had as much to do with it as the Khan of Tartary.

It is a mistake, too, to suppose that the Catholic clergy are opposed to the reading of the Bible in the public schools. Those who are friendly or indifferent say, "Better for them to have the Bible than to have nothing; it is a chip in porridge anyway." Those who are hostile desire to have it read, fou, in that case, they can twist their parishioners of sending their children to a "Protestant" school, to a "souper-school," placing them in the attitude of little apostates, which is to the pride of a Catholic a more bitter taunt than the term *godless or secular*, which has no offensive significance to the Catholic ear.

JOHN BRIGHT ON EDUCATION.

John Bright heartily believes,—like every other good and manly man—that moral teaching is as much a part of education as the three R's. "Education," he said the other day, "is not even classics and mathematics, of which, in my day, when I was young, I knew nothing, and of which I have not acquired any knowledge since. I regard what are called classics—that is, the ancient languages of Greece and Rome—as rather luxuries than anything else. I do not myself believe that there is anything in the way of wisdom which is to be attained in any of the books of the old languages which at this moment may not be equally attained in books of our own literature. Therefore I think a man may be as great, as good, and as wise a man, knowing only his own language and the wisdom that is enshrined in it, as if he knew all the Latin and Greek books that had ever been written. I think, with regard to teachers, they have two entirely different branches of labor. They have that of instructing their pupils from books, and they have that of instructing them from their own conduct and their own manners. You want to teach a child to be gentle—and I must say that is better than book-learning—not the gentleness that is weakness, for there is perfect gentleness which is combined with great force. You want gentleness, you want humanity. Humanity to animals is one point. If I were a teacher of a school I would make it a very important part of my business to imbue every boy and girl with the duty of being kind to all animals. It is impossible to say how much evil there is in the world from the barbarity and unkindness which people show to what we call the inferior creatures. Then there is the quality of unselfishness. Selfishness in families is the cause of misery and the cause of great injustice. Unselfishness and a love of justice—these are qualities which come if you offer them to the young person's mind. Their very nature makes them that they cannot receive it except with liking and approbation. And I have no doubt that it is possible for the teachers in the elementary schools of Birmingham during the next ten years or so, during which they will have two or three generations of children under their care, so to impress their minds on these subjects that twenty years hence it will be seen and felt over the whole town that there is an improvement in these respects in the general population. These are things which, I think, it behooves the teachers in these schools to bear in mind. They cannot possibly have too high a sense of the responsibilities of their position and of their duties."

REVIEWS.


If the Preacher of old felt constrained to write "Of making many books there is no end; and much study is a weariness to the flesh," it is not to be wondered at that in these days one turns with a sigh of thankfulness to such books as the one before us, containing some specific directions on the "Right Use of Books," hoping to gain some idea of what to read, how to read, and when to read. Busy people find so little time, and so much that is valuable to select from, that one often feels at a loss to know on what time can be spent most profitably.

The author believes that the world is little better for most of the reading done, and gives as a reason that we do not know how to read, and we do not know how because we are not taught.
He criticizes the ordinary school training, and says the "defects of our educational system are nowhere so patent in its failure to impart a real taste for books, to communicate the true Art of Reading."

He does not lay down any special rules for our guidance, but speaks in a general way from his own experience.

He recommends the study of Poetry, of the better novels, and of history. Under each of these heads he explains what he means by the study of these subjects. He thinks the "main reason for the ill success of our reading, and our education, is because they lack point, lack system, lack concentration."

When men learn that books are simply tools, means to an end, a step will have been made towards true education. The lecture contains food for thought, and one can hardly fail to be benefited by reading it although he may not fully agree with the author in all the ideas set forth.

The Proceedings of the Fiftieth Annual American Institute of Instruction is at hand. It is a neat volume of 168 pages. We do not know how better to notice it than to give a hasty glance at its contents:

On the first day Judah Dana on the subject, "Old and New Methods in Teaching," said among other things, "Teach them to work and see that they do work; and I do not know if I would add, follow them up in the old style with the birch, if they will not work without. Drive them if necessary up the hill of science, but, do not lift them up."

Mr. A. Morse said that serious injury had been done our schools by those men who have denounced corporal punishment as a relic of barbarism. Mr. A. P. Stone said that in the old arithmetics it took many rods to make an acre, but in school one rod made an acre. He believed in combining the old and the new.

On the subject of "Neglected and Destitute Children," John Hancock said he desired to gather such children into schools that had no stigma of crime attached to them. Rev. Mr. Ames would grade the children, in such schools with regard to character. Prof. Thatcher stated that in Connecticut there are laws regulating the employment of children. Between certain ages they must go to school.

On the subject of "Classical Teaching and Study," Prof. Louis Soldan stated that our civilization is based upon the Study of Latin and Greek. "On the High School Question," Mr. T. D. Adams gave a hard drive at Gov. Robinson of New York, calling New York City the "Botany Bay of America." "The best standing army is the public school, and the best police force is the public school." Mr. C. G. Round's said that no party in Maine dared to put an educational plank in its platform. Mr. H. P. Warren said the time will come when New England will be enthusiastic on the subject of high schools. Mr. D. P. Allen, a colored man, said that he taught where people thought that a spelling-book only was necessary to teach everything.

On the third day Mr. Pickard was called and said a great deal in a very few words. On the subject "Extremists in Education," Mr. Bridgman said he believed in combining written and oral work in recitation. Mrs. Knox deprecated the jealousy of authors in pushing their claims to the paternity of plans. Mr. Harper said that we must base our teaching of morals on the nature of things. Dr. McVickar believed in objective teaching, but would call it objective teaching. A. D. Mayo said, "Discipline is moral teaching incarnate." Mr. Tweed said, "The children were literally starved before oral teaching came in." Gen. Eaton related a conversation with Gen. Grant on conic sections illustrated. Gen. Grant said that he could understand the proposition better as he took it from the book than in the illustrative way. Grant does not favor the object method.

On the subject, "The Education of Girls as affected by Growth
and Physical Development," the debate was quite lively.

On the fourth day Mr. Adams said something about a journal of education and a "bronze medal." It appears the medal was metallic, though, as the miner remarked, "There is nothing like leather." Mr. Stone presented resolutions. Mr. Northend reported a number of deaths, but said nothing about the number of old seeds in New England that are not dead but ought to be.

The book contains ten lectures in full, viz.: Oral Teaching; The Education of Girls; How Teaching May Become a Profession; Extremists in Education; Educational Journalism; Eclipses of the Sun; The Place of the Study of Latin and Greek; Aspects of Greek and Latin Study; Teaching Numbers; Piece-Work.

There are worse books than this volume. It is not so funny as Mark Twain's "Innocents Abroad," but if teachers are troubled with sleepiness it will wake them up and if they are afflicted with insomnia it will cure them.

We hope all our readers will not buy it, since, if they did so, they might feel like dispensing with the Weekly.


This is a substantially-bound book of 156 pages. It opens with a catechism of the subject containing 56 questions and answers. The first form is for the use of parties not doing an extensive business. The examples are full and varied and the red-line ruling neat and attractive. Questions on the form are numerous and searching. The second form uses the ledger only. The catechetical method is continued. The examples are varied but simple. The third form uses day-book, journal, and cash-book. The fusilade of questioning is kept up. The fourth form introduces partnership. The fifth form provides for an extensive business. A sales-book, invoice book, and bill-book are introduced. This form closes the subject of single entry. Double entry is treated with equal care and fullness. No point is too minute to escape the questions, and no doubt or question can arise that is not met by a timely suggestion or direction in the proper place. The work is completed with a series of business forms. On the whole this work is superb in its way. In the shape of the volume, the quality of the paper, the style of the type and illustrative rulings for accounts, and the record of the transactions on which the entries are founded, there is nothing left undone that good taste, good judgment, and a liberal expenditure of money could provide.


A very convenient volume, in flexible cloth, containing 144 16 mo pages.

**TRUE NOBILITY.**

By James M. Bailey.

It was conceded by all who heard it that Miss Woodby's essay was an excellent production, and at the graduation exercises there were a great many listeners—attentive listeners, too, with the power of discrimination in such matters. Miss Woodby honesty earned the credit. In preparing the essay she had worked conscientiously and hard, and under difficulties the public could not have appreciated.

Fortunately we are in possession of the facts in this connection that we now propose to lay before our readers, that they may judge for themselves of the number of thorns which not only lay in Miss Woodby's road, but which beset every path to true excellence.

Miss Woodby having devoted a week to revolving over in her mind the variety of subjects presenting themselves with a view to the selection of a suitable topic, chose under the head of moral improvement. On a Monday morning she resolved to begin the work that day, as soon as she reached home from school. The title selected was "True Nobility." Having a few minutes to spare at noon, she got out the paper, and wrote down the head, with some pretty flourishes beneath it. It was an unpropitious day for the beginning, being washing-day, and the house in consequent disorder attendant thereon. The washer-woman's child, never at the best a rugged child, was to-day suffering from the excessive heat, and its little body was broken out with blotches, and its little voice piped forth in pitiful protest. The washer-woman herself was more or less influenced by the suffering of her child and the effect of the heat upon her own body. She was a noble little woman, with a thin face from which had apparently been wrung every hopeful expectation, as though it had passed through a great moral wringer, and had come out in a condition most complimentary to the thoroughness of the process. It was a waiting face, with the shadow of a cross resting constantly upon it.

The crying of the child was a decided annoyance, especially to one striving to get her mind into an even frame for thought. To Miss Woodby the sounds were irritating. She said to her mother:

"What on earth is the matter with that imp to-day?"

Her mother having her own hands full vouchsafed no explanation.

"I declare," she ejaculated a moment later, "if I had a brat like that I would choke it."

And she hurried away to school to get out of the sound of the noise, leaving her mother to attend to the dinner dishes.

In the afternoon she brought out her paper, found a cool place at an open window and began:

**TRUE NOBILITY.**

"There is the nobility of blood and the nobility of life. The former is but an accident of birth; the latter is the result of development. The former is but for the few; the latter is for the many. True nobility is a life nobly lived. It comes neither from birth nor from circumstances. It springs alone from the heart. Money cannot purchase it; education cannot bring it; talent will not produce it. It is a treasure which every man may possess, and yet its price is above rubies."

At this juncture Miss Woodby was obliged to take a long pause to re-arrange her thoughts, and while thus engaged, her little brother appeared at the door. Miss Woodby looked up impatiently.

"Don't come in here," she commanded.

"But I want my hat." "Well, get it and leave at once."

"You needn't be so cross," he said.

"If you don't leave at once I'll make you." He got his hat with all the speed possible, but on leaving had the satisfaction of screaming out:

"Mean thing!"

And slamming the door with all his might. It was fully fifteen minutes before Miss Woodby was sufficiently composed to renew her work. Then she wrote:

"It is a jewel whose lustre grows brighter with every day of its use. It is a possession that time cannot wear—that misfortune
This was a very fine passage, and Miss Woodby was nearly an hour perfecting it, including the interruption of getting a light, as her mother was not present to do it for her. She was reading this paragraph over for the fourth time, with abounding satisfaction, when her brother, with a neighboring boy came "trotting" in. He brought in the other boy to show him a book that had been given him. He approached the table with the enthusiasm peculiar to youth, and with noisy hospitality observed: "Bring up a chair, Bill, an' look at the pictures." "Charley!" exclaimed his sister, almost paralyzed by the audacity of this movement, "don't you see I'm writing?" "What of that?" he surlily demanded; "ain't a-touching you, am I?"

"But you bother me, and I won't stand it. Now you just take your book away." This was very pleasant for "Bill," who had come in to spend the evening and improve his mind.

"I guess I'll show Bill this book, if I want to," sputtered Charles. "You won't show it in here, I can tell you." "But we won't make a bit of noise, will we, Bill?" he cried, to the great distress of Bill, who was quite overwhelmed by the reference to himself.

"I tell you I won't have you here, anyway," retorted his sister, growing white with passion. "Are you going to leave, or shall I help you?" There was such an ominous expression to both voice and face that "Bill" involuntarily shrank to the door, while the angered Charles, none the less impressed with the advisability of departing, threw down the book with a slam on the table, requested his sister, with great feeling, to go to blazes; and escaped with his companion. A moment later she was restored to composure by the sublimity of her theme. She wrote:

"True nobility is a life consecrated to the weal of others. There can come no true nobility without this consecration. And that, to be effective, must lean upon a higher power that aught of this earth.—God must be in it to make it a power. Without His help it is impossible to overcome self. Set the mark as high as we may, human weakness will prevent its attainment. Only in Him and through Him can we rise to this nobility."

Hereupon, finding that it was getting late, Miss Woodby put up her writing and retired to bed.

Immediately after eating her breakfast the next morning she hurried to her room and began again. Her mother told her she would want her help in clearing off the breakfast table, but she felt she could not spare the time, and took advantage of her parent's absence from the table to get away. She wrote:

"But we ourselves must strive. He will not make this better life for us, but if we are determined to reach it He will help us. The secret of success is care for little things, the attending conscientiously to the performance of the smallest duties. That duty which comes first, whatever it may be, is the one to be performed. That claim which is first presented upon us is the one to honor."

At this point in the essay the door opened and her brother presented himself. He had not forgotten the episode of the night before. He surlily observed:

"Ma wants you to comb my hair and tie my bow, so I can get ready for school."

"It ain't time for you to go to school yet, in an hour, and you know it," she impatiently replied.

"Well, don't I want to go out into the streets?" he demanded.

"You don't s'pose I'm going to stay in the house all the time?"

"I don't care where you stay or what you do. I am not going to leave my work to bother with you, and if you want to g
...the country with a fellow pupil next week to spend the heated
term beneath the cool trees and by the side of the running
brooks. Her mother will often be cheered amid her family cares
by breezy letters, without doubt.—Danbury News.

CHARA.

PROF. T. H. McBRIDE, Iowa University.

THERE grows in the quiet waters of some clear ponds near
Iowa City one of the queerest of little plants. This plant
is very lowly in all its ways, and throughout its whole life never
throws stem or leaves up toward the sky, nor flares in color, nor
floats out one single gay banner after the manner of its royal
kindred on hillside or in valley, or on the margin of the very
pool in which it dwells. The passer-by, if he saw the plant at
all, would call it a weed, and might call it a very homelike one at
that; not exactly a "root out of dry ground," but at least with­
out any special "form or comeliness." As has been intimated,
this plant is very low in rank, away down below the mosses,
neighbor to the Algae; not quite brave enough to push out over
moist rocks and logs and be a moss, and yet considerably above
the long, silky threads of Alga floating in water about it. But
for all this, in its way, this plant is just as beautiful and won­
terful as any plant that grows, and has a place in the literature of
the last twenty years, which yields not in point of interest to
the orchids or the roses, the cedars of Lebanon or California.
Hardly is a lecture given before learned society without refer­
ce to it; hardly can natural history be taught in our colleges
without its aid; hardly does a man keep pace with the world who
knows nothing about it. Its name is Chara.

Beauty is often associated with simplicity, and certainly Chara
is simple enough, in outward form at least, to be very beautiful.
But let us look at the plant more closely. Here is what passes
for stem, made up of a succession of nodes or joints. At the
end of each node appears a whorl of branches and secondary
branches—branches or leaves, we hardly known which, for they
contain chlorophyll, like leaves; and yet they are made up of
nodes like the stem; moreover, round and round the stem in
ascending spiral coils go bands of cells filled with grains of
chlorophyll, so that perhaps we might consider the whole plant
as leaf. For convenience, however, we may call the outer row
of each whirl, leaves, and the inner, branches, and for this time
we will confine our attention to the leaves only. We may soon
discover that these are covered all along with little round bodies
which, to say the least, would suggest fruit. Tiny spheres, they
are in pairs side by side, sometimes with a bractlet or leaflet in­
tervening, one of each pair orange and the other green, and for
distinction we may call the orange bodies globules, and the green
ones mucules. And now we have gone as far as it is possible for
us to go with the unaided eye, for these little spheres are just vis­
able, mere specks, from 1 to 150 of an inch in diameter. Let
us gently break on the stage of our microscope one of the glob­
ules. How we used to wonder in the days gone by at the con­
tenents of the mountain which yielded its wealth to the potent
same, but who with even a diviner's powers could have guessed
the contents of that little orange ball? First we have eight little
plates of elaborate construction forming the shell and called the
shields. From the center of each shield towards the center of
the ball projects a handle which, to please our classical friends,
we shall manubrium. At the inner end of the manubrium we
find a large round cell, and clustered upon the surface of this, six smaller cells, each of which again bears on its surface four quite long and slender filaments, which in plain Saxon we may call whips. Now, each of these little whips consists of a row of disc-like cells like so many flat beads on a string, one hundred and fifty in a row, and in each tiny cell there lies coiled up a dainty thread, thicker at one end, and prolonged at the other into two most delicate lashes. Nor is this all. When at last the little globule is completely ripe the shields separate, the "handles" leave the shields, the cells are loosened from the handles, the whips become detached, every little cell breaks open, out pop the tiny, curling threads, and thirty thousand of them go whirling and whirling in every direction through the water.

Meantime the nuclce has been ripening too, and has formed a perfect trap for some of these active little swimmers, and the up-shot of all is, that by and by the nuclide becomes a little black oospore, or seed, and falls to the bottom to make a new Chara as soon as circumstances will allow.

But Chara has something stranger still to show us. Take one of the newest, smallest of the leaves and place it under your lens. Through the thin wall there breaks upon our sight in unsuspected beauty a flowing stream; a very river it seems as it rushes on and on, wave after wave, up from the depths below, across the field of vision and down again, over and over, or else round and round in ceaseless rotation. Now the current catches in its course this little particle, now that, hurling each along, now up, now down, now over, now under, without weariness, without hindrance, hour after hour before us. The current of life sweeps beneath our glasses, and here is that wonderful substance men call protoplasm, the "physical basis of life," present in every living cell, the same in the lowest as in the highest from the monad up to man, the common bond in the kingdom of earthly life. The brook that "goes on forever" is as nothing to it, for here this stream has some flowing down to us through ages which are to us as eternity, and will flow on as long as life endures on earth. Surely, now we have this wondrous thing before us, we shall understand its mystery, we shall know its secret strength, so long has it baffled our human inquiry. We open the cell to make minuter inspection, but, in an instant, the charm is broken, the mystic river forgets to flow, the tiny particles settle into unbroken peace, the "power incensed" has glided away unperceived from before our eye from the very touch of our instruments.

"The parent fountains sink away
And close their crystal veins,
And where the glittering current flowed
The dust alone remains."

You may explain; you may say it is the result of chemical action, and doubtless chemical forces are working there. But is that an explanation? Does chemical action renew itself? Chemical action is one thing, but chemical action perpetuated and controlled by life is quite another. Dr. Allman, in his recent address before the British Association, says: "Life is the property of protoplasm. * * When, however, we say life is a property of protoplasm we assert as much as we are justified in doing. Here we stand on the boundary between life in its proper conception as a group of phenomena having irritability as their common bond, and that other and higher group of phenomena which we designate as consciousness or thought. * *"

In presence of this ever-flowing stream, your Brownian movements, your chemical unions, and even the delicate shooting and branching of crystals before the electric current are all forgot-ten. You never weary of looking, and feel almost like bending low to listen if perchance some tiny tinkling from those subtle waves may fall upon your ear like the distant echoes from a far off shore. But you wait and listen in vain. It is the silence of that infinity that lies all about us just beyond the limits of our mortal sense.

When nature leaves us thus in silence our minds perchance revert to the old prophet on the mountain side, and we remember that the voice that reached his soul was not in storm, nor earthquake, nor fire, but was a voice small and still.

—Littell's Living Age for 1880. The fact that this standard weekly magazine has had a successful career of over thirty-five years against much competition, is proof sufficient that it meets an undoubted want of the public. It furnishes what is essential to American readers in a great and indispensable current literature—a literature which embraces more and more every year the work of the ablest thinkers and writers of the day. It enables the reader, at a trifling expense, considering the quantity and quality of the reading furnished, to keep pace with the best thought and literary work of our time; and its great convenience to every intelligent person or family can therefore hardly be over-rated. The extra offer to new subscribers for 1880, and the reduced clubbing rates, are worthy of note in the prospectus published in another column. The magazine is well worth the attention of those who are selecting their reading for the new year. As the multitude of periodicals increases more and more beyond the means and leisure of readers, the value of such a comprehensive one as this becomes more and more apparent.

FAITH IN FAIRYLAND.

How long must you believe in Fairyland?
Forever, child. You must not bear to doubt
That one true country sweeter than this honey,
Where little people surely go about
And buy and sell with grains of golden sand,
Which they, indeed, the foolish things, call money!
Believe, while out of broken bits of dew,
For window-pane, something you cannot see—
Something that never was a bird—is sitting there.
And whispering what you cannot hear to you,
Shy as a shadow, where some good old tree,
Close by, its friendly watch and ward is keeping.

Who have believed in it? Why, all the men
In all the world—and all the women, too.
Because it is so pleasant to believe in:
Such light to laugh and dance in; yes and then
Such lonesome, rainy woods for one to grieve in.
Believe in it? Until he sailed from Spain
Columbus did. (But keep it out of sight). Yes, he found Fairyland, and found it surely;
And landed there as one who had a right!
But reached his hand for it, and caught a chain,
Which in his coffin he can keep securely.

Then captains have believed in it and gone
With swords and soldiers there to fight for it,
And torn their plumes and spoilt their scarlet sashes.
But mended matters for us scarce a whit.
Why Cinderella her glass slippers on,
Gone there—yes, now—from kitchen smoke and ashes!

Did I believe in Fairyland? I do!
The young believe in it less than the old.
As eyes grow blind and heads grow white and whitest,
The heads that dreamt about it in their gold
We change its name to Heaven. That makes it true.
And all the light of all the stars grows brighter.

—Mrs. S. M. B. Platt.
Educational Intelligence.

EDITORS.

| Institute: J. M. DeArmand, Principal Grammar School No. 5, Davenport.
| Illinois - J. N. Wilkinson, Principal Fifth District School, Peoria.
| Indiana - J. B. Roberts, Principal High School, Indianapolis.
| Minnesota - O. T. Towsley, Supt. Public Schools, Minneapolis.
| Wisconsin - Prof. S. S. Rockwood, State Normal School, Whitewater.

CHICAGO, DECEMBER, 11, 1879.

STATE NEWS.

ILLINOIS. - The next session of the Kankakee County Teachers' Association will be held at the Supervisors' Room, in the Court House in Kankakee, Saturday, Dec. 20, 1879. Henry C. Paddock, Pres.

Prof. S. S. Hamill, elocutionist, is at Morris, giving lessons to the students of the normal school. All but five, of the 300 pupils, joined his classes the first day.

A. P. Lemenon, formerly of Vandalia, is teaching with W. S. Ramey at Iliopolis. We have favorable reports of the schools of that place.

Dannville papers contain favorable notices of the work of R. L. Barton at Rossville.

At Anna, J. H. Sanborn is principal, assisted by five teachers; Cobden, James England, five teachers; Jonesboro, Prof. Warder, four teachers; Dongola, Prof. Dean, three teachers. We are glad to hear good news from Union County.

This department acknowledges the receipt of grade work, school regulations, etc., from L. T. Regan, R. McKay, C. L. Howard and S. V. Gilman, principals respectively at Morris, Washington, Shelbyville, and Galena. We hall these documents as evidence that their enterprising authors are doing something toward organizing more systematic work in their respective places.

Lexington, McLean Co., employs as Mr. Rowell's assistants Mr. J. D. Wright and Misses Anna Poor, Berdie Poor, Anna Bolles, Sarah Bartholomew, and Eva Root. None of them are inexperienced teachers.

At the Normal University literary contest this year it will be settled whether Grant should be the next president.

The Woodstock Sentinel mentions the prosperity of the schools at Harvard, McHenry Co.

Yates City, at a Thanksgiving festival, cleared forty-eight dollars, to be appropriated to the school library.

The Illinois Central and the I. B. & W. have given notice that teachers wishing reduced rates over them to the State Teachers' Association must get round trip tickets after having written in advance for membership certificates. It will be interesting for the executive committee to try to get reduced rates back for the number who will pay full fare thither without noticing this announcement.

Prof. Miller of Chenoa assisted by teachers and pupils raised quite a fund for a school library by their Thanksgiving dinner and supper.

Supt. Everett of Rock Island is arranging a course of lectures for the benefit of the city High School. David Swing is first on the program.

Bureau County is stirring up new interest in local institutes. At LaMoille on the 22 of Nov. exercises were given by Means, Leslie, Mercer, Robinson, and Stock and Miss Mary Edwards. The institute adjourned to meet again in two weeks.

Supt. Harrington is endeavoring to mature plans for the erection of a permanent building on the fair grounds for the educational exhibit.

The editor of this department had the pleasure of attending the Knox County Teachers' Association at Galesburg Nov. 28 and 29. The exercises opened with a stirring address by Dr. Bateman. The program was closely followed and all the exercises were of interesting character and practical use. F. R. Jelfiff gave the results of two years' study of the coal measures of Knox Co. His paper should be given to the people through the local press. R. A. Edwards stirred a roused audience at the close of the first day with an excellent paper, effectively read, on the life and works of Oliver Goldsmith. In the evening a large audience listened attentively to papers by J. M. Crow and State Supt. Slade. After a presentation of the subject by J. McIlenahan the meeting put twenty dollars and many books in charge of a committee to found a teacher's library. Very interesting exercises in primary teachings were given by Misses Luella Petree and Mary A. E. Grimes. W. L. Steele presented a valuable paper on written examinations. Miss West and Mr. Andrews presented reports on Natural History work at the county fair.

Knox county shows wonderful improvement in the study of Natural History. The Teachers' Association this year expended one hundred and ten dollars in improving its buildings on the fair ground and still has a nice little balance in the treasury. J. McIlenahan is president for the ensuing year.

Clay Co. Teachers' Association met at Louisville, Nov. 23. The exercises seem to have been interesting and profitable and Supt. Smith is doubtless doing good work in his county.

Carroll Co. Teachers' Association met at Lanark on the 29th of Nov. A varied program was presented.

The refractory pupils of Atlanta Logan Co. high school did not succeed in procuring the dismissal of the assistant teacher Mr. Davis. The board did wisely in not allowing such a set of folks to run the school.

We have received the wedding cards of John T. Bowers and Miss Clara A. Webster, of Naples, Ill. They have the congratulations and best wishes of the WEEKLY.

Bishop Samuel Falls will address the teachers of Cook county at Bryant & Stratton Hall, Chicago, next Saturday, Dec. 13, on the Necessity of Enthusiasm in the Teacher. All should hear him.

Mr. L. S. Kibbourn has taken charge of an educational column in the Clark County Herald, and Mr. J. F. Fix does a similar service for the Messenger. Mr. Kibbourn is principal at Marshall. He was last year at Wheaton.

Make your plans to go to Bloomington. Everybody is going! Expenses are going to be very low. The WEEKLY wants to meet you there. Put an extra two dollars in your pocket. Last year every member of the Association subscribed for the WEEKLY. Don't you forget it.

Highland. - Arthur Oehler writes: - "For the celebration of the afternoon of Thanksgiving day, Prof. Theo. Aedelmann, principal of the Highland public schools, with the cooperation of his assistants had arranged an entertainment at the Turner's hall, consisting of an appropriate opening address by Rev. S. Valliet, Pres. of the Board of Education, singing, essays, declamations, select readings and recitations by the pupils, as also two excellent and interesting addresses, one in English by H. H. Brown of the Edwardsville public schools-the other in German by F. J. Bergener of the Marine schools. In the evening, after several well executed pieces of music by the Philharmonic society, Prof. H. H. Brown lectured on "Popular Education," to a crowded house. His thoughtful and earnest remarks were well chosen and to the point-the practical and experienced educator shining right out of them. Edwardsville is to be congratulated. Happy indeed the community in which an educator of the integrity and character of Prof. Brown labors!"

Iowa. - President Kephart, of Western College, lectured at Clarence last week on the "Lost Arts."

Prof. Fish, of the Northwestern University at Evanston lectured in Mt. Vernon last Saturday evening. His subject was "What Constitutes a Practical Education?"

Prof. C. K. Adams, of Ann Arbor, will deliver a course of five lectures on the History and Institutions of Germany, at Mt. Vernon, in January.

The family of Prof. Hugh Boyd of Cornell College, are deeply afflicted in the death of a bright little son.

Miss McCall, of Fairfield, is the new teacher in the Washington Academy. The enrollment of the Academy will reach 150 this term.

Mr. Frank Booth, of Anamosa, and a member of the Agricultural College, has been appointed tutor in the Deaf and Dumb Asylum at Council Bluffs.

An exchange speaks highly of the Marengo high school now under the able management of Mr. R. S. Bingum.

Rev. Dr. Thomas and Prof. Swing, of Chicago, have been engaged to lecture at Mt. Pleasant for the high school lecture course.

Miss Belle Hanna, of the Cedar Falls public schools, has resigned her position. She goes to Mt. Vernon to fill a place in the Cornell College faculty.

The county Superintendents' Association will meet, per order of the president, at Independence, Dec. 29.

Rev. Kretschmer, of Dubuque, will not be present at the Association. The paper assigned to him will be read by Supt. D. W. Lewis, of Washington.

This item we clip from an exchange: "State Supt. von Collin is whooping up the county superintendents who are behind in their reports, and is damning them every day—at their expense—by telegraph."

Supt. Lewis sends us the report of the public schools of Washington for the term of 12 days ending Nov. 28. The enrollment was 651; the average at-
tendance, 577; 1 day of absence, 765½; cases of tardiness, 20; per cent of attendance, 974; per cent of punctuality, 99.9; number neither absent nor tardy, 314. This fine showing speaks well for the Washington schools and the wise, judicious management of one of Iowa's noblest men and grandest educators.

Supt. von Collln in his report now in press says:

"Another very serious drawback is the tendency to divide and subdivide the district until many of our schools are so small that they lack interest and have no financial ability to pay living salaries. The minimum number of persons of school age required to establish a subdistrict or to build a schoolhouse, should be changed for all our older counties from fifteen to twenty-five to thirty.

During the present year (1879) State Supt. of Collln has held eight county superintendents' conventions, visited forty-four institutes, and traveled for educational purposes 10,961 miles.

Capt. Chester, of the University, was born and educated in Aberdeen, Scotland. He came to America when he was sixteen years old, and two years afterwards in 1854, he enlisted in the U.S. army as a private soldier. Since that time or for twenty-five years he has been connected with the army. He was promoted to a majorcy of artillery for brilliancy in the Gettysburg campaign, and in 1864, was brevetted captain for meritorious service. Jan. 1, 1877, was detailed for service as professor of Military Science in the Iowa State University for three years. His present salary is $2,000 per year.

He gets no pay from the University. Capt. Chester is usually liked by students, professors and citizens of Iowa city. He is a gentleman of fine culture, scholarship and varied information. The Board of Regents will endeavor to secure permission from the War Department for him to remain in his present position, where his work is so beneficial and so well received by all concerned.

The many friends of the University trust that the rule of the Department may be wavered in this case, and that Capt. C. may remain with us.

INDIANA. — The 25th Annual Meeting of the Indiana State Teachers' Association will be held in Masonic Hall, Indianapolis, December 29, 30, and 31.


Tuesday Evening, Dec. 30th, 9:00 a.m. 1 Opening Exercises. 2 Paper—Thoroughness in School Work, by Warren Darst, Associate Principal Central Indiana Normal School, Lafayette. 3. Discussion of Paper opened by D. W. Thomas, Superintendent, City Schools, Evansville. 4. Address of the President, J. T. Merrill, Superintendent City Schools, Lafayette. 5. Address of Committees, and Miscellaneous Business.


Saturday Morning, Dec. 27. 9:00. — Differentiation in Higher Education—E. E. White, LL. D., president of Purdue University. Discussion of subject by Joseph P. Tuttle, D. D., president of Wabash College, and D. W. Fisher, D. D., president of Hanover College. 10:30. — Reports of committees and election of officers for the ensuing year. All friends of higher education who reside in this state are cordially invited to be present at the sessions of the body.

Special Railroad Rates.—The J. & E. R. R., including the Cambridge and Madison branches; the Indianapolis and St. Louis; and the St. Louis, J. & L. (Vandalia line), will sell tickets at full fare going and return from presentation of Certificates at the Annual Meeting of the Association. The Indianapolis, Cincinnati and Lafayette; the Indianapolis, Peru and Chicago; the Pittsburg, Cincinnati and St. Louis (Pan Handle); and the Indiana and Vincennes Railroads, will sell excursion tickets at one and one-fifth (1½) fare, or about 4 cents per mile. Teachers living on these lines, to get the benefit of the reduced rates, should procure Certificates of J. M. Ocolc, Indianapolis; and purchase round-trip tickets, before starting. Address, stamped envelope in which to return the Certificates. The Indianapolis, Muncie and Cincinnati R. R. will sell round trip tickets at one full fare and 30 cents additional. The Cincinnati, Hamilton, and Dayton; and the Indianapolis and Vincennes Railroads, will sell excursion tickets at one and one-fifth (1½) fare, or about 4 cents per mile per ticket. These rates apply to the members of the Association at one cent per mile per ticket. Return Certificates obtained at the Association. The O. & M. R. R., will sell excursion tickets to diversioning points at 1½ fare, on presentation of Certificates. Certificates obtained by J. M. Ocolc. The Fort Wayne, Jackson, and Saginaw Railroad, will sell round-trip tickets at 1½ fare per cent per mile each way. The Louisville, New Albany and Chicago; and the Evansville and Terre Haute Railways, will sell round trip tickets at one full fare per cent per mile each way.

Number of Members.—The membership of the Association has been approximately the following rates: Grand hotel, $2 per day; Bates House $1 1/2; Occidental, $1 30; Kehny House, $1 50; Enterprise House, $1 30; Capital House, $1 30.


WISCONSIN.—Racine and Kenosha counties are holding some joint teachers' meetings on the county line.

The increase in total enrollment in the La Crosse schools is unprecedented and has forced the establishment of a new school. The success of the present management is unqualified.

M. T. Park, editor of the Walworth County Independent, speaks editorially in high terms of the condition of the Whitewater Normal School. He praises the absence of arbitrary rules and the persistent effort to control through the development of "the something good in every one," which the President firmly believes exists.

From President Merrill, of Ripon College, who was in town last week, we learn that Prof. Gery is not going to leave his place and the state at present. We are glad of it. The promotion of able men is always desirable, but we haven't enough of them to rejice at their promotion out of the state.

Prof. J. H. Thayer, the "Institutoor" from the northwest, made us a flying call the other day. He is one of the men whom neither time nor teaching mathematics can sour, addulate, or inordinate. His mirth is as perennial as summer sunshine, and his hope would serve as a sheet-anchor for half the teachers in the state. His greatest fault is that he keeps himself too much aloof from politics. A teacher should take an interest in public affairs. There is nothing like politics to keep a schoolmaster from drying up. Thayer, don't neglect your warning.
Professor T. C. Chamberlin, the State Geologist, has the third volume of the State Geological Survey nearly ready for distribution. It is of the same size as the second volume issued two years since, and contains about 800 pages. Accompanying it are fourteen new maps, which will be added to the atlas published with the second volume. It treats principally of the Copper Range in the northwestern part of the state, and the Iron Range in the northeastern part. It devotes considerable space to microscopic investigation of specimens taken from these ranges and others in the Lake Superior region.

Economical Geology occupies a portion of the work. It will be distributed in the same manner as was the other volumes.

The following items are clipped from the *State Journal*:

- "The income by tuition fees in the normal schools of this state, last year, was as follows: Platteville, $3,040.21; Whitewater, $3,665.63; Oshkosh, $4,544.27; and River Falls, $2,823.81. Total, $16,070.12. The interest on its fund loaned was $58,937.52. The income of the State University last year was $82,950.26. Of this sum, $156,199.39 were realized from the Agricultural College fund; $4,400.00 from the sale of the Soldier’s Orphan’s Home; $4,818.56 from students’ fees; $93,57 from miscellaneous sources; $150,554.12, from the interest of the University fund; and $4,310.00 from the tax of one tenth of the State school was increased last year, by the sale of lands, $6,423.61; the income of the state, $5,908.06; the University fund, $104.21; and the Agricultural College fund, $6,045.83."

The State Superintendent has appointed the following visiting committee to the State Normal Schools for this year: To Platteville, Rev. F. D. Hutley, Appleton; Prof. R. B. Anderson, Madison; Supt. Wm. O. Jones, Mineral Point; To Whitewater, Prof. T. C. Chamberlin, Beloit; Prof. M. T. Park, Oshkosh; Prof. C. H. Howland, Neillsville.


The Arts of Engraving and Etching (Illustrated by examples of work by the committee), Prof. W. H. DeMotte, LL. D., General Business. Wednesday afternoon, 2 o'clock. Discussion.

The next meeting of the Livingston County Teachers’ Association will be held at Brighton, commencing Friday evening, Dec. 19, and continuing through the next day. Mr. L. B. Stewart of Brighton has charge of the arrangements. This will be the first of a series of four meetings of the association contemplated during the winter. The others proposed will be held at Fowlerville, Fitchburg, and Hartland.

Rev. M. V. Rook has been engaged as principal of the Athens graded school.


The Kalamazoo Telegraph says that under the direction of the new superintendent, Prof. Geo. E. Cochran, the schools of that place are doing well and the attendance is increased. There has been but little if any change in the conduct of schools and all goes well. The total enrollment for the month ending Oct. 24, was 1,744; for the corresponding month last year the number was 1,651, an increase of 93. The average daily attendance has been 1,187.5. There are in the schools some 52 pupils from the district, who pay tuition to the amount of $403.30. The handsome new school-house in the northwest portion of the district will probably be ready for the winter.
term and will relieve the other school rooms—now becoming somewhat crowded—materially. Mr. Cochran says that the increase in the number of pupils of late has been very large, and at the present rate the school seating of the district will soon be used up.

The following places and days have been agreed on for the holding of farmers' institutes during the winter, also the professors who are to take a prominent part in the discussions, provided that President Abbot can secure the services of Prof. Fraser to lecture on veterinary science: Rockford, Kent county, Jan. 13, 14; Profs. Bean, John Fraser, R. F. Kedzie, Big Rapids, Mecosta county, Jan. 15, 16; Profs. Bean, Fraser, R. F. Kedzie, Manchester, Washtenaw county, Jan. 19, 20; Profs. Baird, Fraser, Abbot, F. Gully, Romeo, Macomb county, Jan. 22, 23; Profs. Baird, Fraser, Abbot, Buchanan, Berrien county, Jan. 26, 27; Profs. Carpenter, Fraser, Cook, and Morey, Kalamazoo county, Jan. 28, 29; Prof. Carpenter, Fraser, Cook, Gully. Each institute will commence its sessions on the evening of the first day mentioned and continue through the second day and evening.

At the late meeting of the State Board of Agriculture, Mr. Samuel Johnson, of Dowagiac, was elected professor of agriculture at a salary of $1,800 per annum. The resignation of Prof. George T. Fairchild as professor of English literature and librarian was accepted, with expressions of universal and sincere regret. Nothing was done towards filling the vacancy. President Abbot expressed a wish to resign his administrative position and resume the professorship of English literature, which he held on first coming to the college 22 years ago; but the board omitted to consider the suggestion. The good order and high fame of the college, while more noted and wealthier institutions are under a cloud, make it important to keep the presidency exactly where it is. The salary of R. C. Carpenter, professor of mathematics and engineering, has been raised from $1,500 to $1,800—the full standard of a professor. He merits it most richly. Resolutions were passed, authorizing the secretary to send a copy of the Michigan agricultural report of 1878 by mail to the agricultural college of each state. Various repairs were authorized on the college building and professors' houses. The degree of master of arts was conferred by the board on Frank J. Annis, class of '75, now professor of chemistry in the College of Colorado. This is the last commencement which will take place at the college in "black November." Next year there will be no class to graduate, owing to the loss of the old boarding hall by fire in December, 1876. No freshman class entered in 1877 for want of accommodations, and there will be no graduations until August, 1881.

MINNESOTA. The Fourth Annual Meeting of the Minnesota Educational Association will be held in the Senate Chamber, at St. Paul, Monday, Tuesday, and Wednesday, Dec. 29, 30, and 31. On Monday evening, a lecture will be delivered by Charles H. Swift, N. D., president of the State Board of Health, on A Study of some of the Causes of Physical Deterioration in the School-teaching and School-going population. Tuesday morning President's Address. On Tuesday and Wednesday there will be papers and discussions on the following topics, at the pleasure of the Association: Public High Schools, Prof. E. J. Thompson, State University. Information vs. Culture, Prof. D. L. Kiehle, St. Cloud Normal School. Qualifications and Examina-tions of Teachers, Supt. O. M. Lord, Minnesota City. Supervision of Schools, Supt. B. M. Reynolds, Northfield. The Educational Outlook, Discussion, opened by State Supt. C. Burt. Examinations, and their place in Education, Prof. W. W. Folwell, State University. The Old, the New, or Neither, Prin. S. S. Taylor, Saint Paul. School Government, Supt. H. A. Pratt, Faribault. Language Lessons, and the Study of Language, Miss E. C. Shanly, St. Paul, and Prof. D. C. John, Mankato Normal School. Results in this Work, Prin. E. G. Paine, Wasiota Seminary, Wasiota. Reading—Elucation vs. Subject Matter, Discussion opened by Supt. Sanford Niles, Rochester, A Paper, subject optional, Miss A. C. Glover, Red Wing. The best method of teaching Hygiene in the Common Schools, Prof. L. B. Sperry, Carleton College. Natural History Subjects for the Young, Prin. H. W. Stickle, St. Paul. There will be a general discussion of the above topics, participated in by Profs. Campbell and J. Brooks, of the State University; Messrs. Wright and Campbell, of St. Paul; Teasley, Knerr, and Woodman, of Minneapolis; Shepard and Morey, of Winona; Davis, of Rochester; Gorrée, of Stillwater; Hawley, of Wabasha; Gorman, of St. Cloud; Moore, of Lake City; Pres. Strong, of Oelwein College; and many others. The officers of the Association hope for the attendance and personal influence of a large number of teachers and their friends. Let us make this meeting a grand success. Let us organize. Let us make the Association a power in the state for the accomplishment of whatever is wise and beneficent. The time has come when we must elevate our profession, or it will be degraded, and its usefulness seriously impaired. The program presents an intellectual feast. The local committee expect to offer free entertainment to ladies attending. The Merchants', Clarendon, and Windsor Hotels will receive members at $1.50 per day; the Union Hotel at $1.40. The St. Paul and St. John committee can sell tickets to members at a uniform rate of three cents per mile. Persons coming over this road will receive certificates upon application to the Secretary at St. Paul to be presented to local station agents. Please send at once, and as many as possible together. Other railroads will sell return tickets to members at one-fifth their regular rates. Certificates of membership, securing this reduction, will be issued by the Secretary, upon payment of dues. The local committee desire to receive notice from those who propose to attend and wish entertainment at the hotels. Members of the committee will not under any circumstances be expected to take to provide for those who apply after Dec. 20. Send your names at once to C. S. Campbell, St. Paul, or to the Secretary. They will be in attendance at the Capital to assist strangers in getting located.

H. W. SLACK, Secretary.

OFFICIAL DEPARTMENT.

ILLINOIS.—PUPILS OF THE PUBLIC SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION.

SPRINGFIELD, Ill., Nov. 20, 1879.

Dr. Bateman, when superintendent of public instruction, laid down his usual clearness, in his "Common School Decisions," the law with regard to the right of persons to attend the public schools, so far as it depends upon their age and residence, and upon the residence of their parents or guardians. He also stated in the same connection the grounds for the exclusion of children from school in certain cases. Inquiries with regard to these points of the school law are made so frequently that I have thought it best to reprint Dr. Bateman's decisions upon them in this form, for the guidance of school directors and others interested. Let us call attention to the law concerning the transfer of pupils from one district to another.

1. WHO ARE ELIGIBLE. Only those persons who are between the ages of six and twenty-one years, and bona fide residents of a school district have a legal right to attend free, the schools in said district. Such persons can not be excluded, nor can they be charged any tuition fee. Other persons may be admitted conditionally, but only those above mentioned can demand free admission as their absolute legal right. Children under six are excluded. Children of other districts, and persons over twenty one years of age may be admitted, but only upon such terms and conditions as the law, and the directors, in the exercise of the discretion vested in them, may prescribe. The distinction between those who have a legal claim to be admitted free, and all others, must be kept distinctly in view. Under no circumstances can any of the latter class be received to the exclusion of any of the former; nor can pupils over twenty one years of age in any case have the benefit of the public schools. Such persons are reduced to the right of the legal attendance which they had tolerated. "The state has as much interest, in their education as in that of the free children. The removal of a portion of a family from the legal domicil to another district, in order to send to the free schools thereof, does not confer the right to do so. As a general rule, the residence of their parents is the residence of the children. By the privilege of the free schools in another district is not acquired by placing children temporarily at service in this district. This includes those who are placed in families to attend school and do chore-work for their board, etc. The most liberal policy is, however, recommended toward this class of children. The state has as much interest in their education as in that of the more favored; and, although not legally entitled to attend free, the directors should permit them to do so when not inconsistent with the duties of others and the wishes of the children who have been apprenticed, or adopted into a new family; or who have been placed permanently in the care of others, with no intention of withdrawal; of those whose parents have not the means to support their other cause; or those who have no parents or guardians, or whose parents or guardians live in another state or country, and exercise no control over their children; or those who have no permanent abode, but go from place to place in search of employment, and who, so only becoming residents, can not be considered as residents in the district. The time has come when we must elevate our profession, or it will be degraded, and its usefulness seriously impaired. The program presents an intellectual feast. The local committee expect to offer free entertainment to ladies attending. The Merchants', Clarendon, and Windsor Hotels will receive members at $1.50 per day; the Union Hotel at $1.40. The St. Paul and St. John committee can sell tickets to members at a uniform rate of three cents per mile. Persons coming over this road will receive certificates upon application to the Secretary at St. Paul to be presented to local station agents. Please send at once, and as many as possible together. Other railroads will sell return tickets to members at one-fifth their regular rates. Certificates of membership, securing this reduction, will be issued by the Secretary, upon payment of dues. The local committee desire to receive notice from those who propose to attend and wish entertain-
dance in their respective districts. (8 Wend., 140. 23 Pick., 178. Story's Conflict of Laws, ch. 3.)

* * *

4. Exclusion from School in Certain Cases. When the moral depravity of a child becomes so great that his example is dangerous to the purity of the school, or when his insubordination is so bold and incorrigible as to be fatal to the discipline of the school, or when his school life is injurious to the interests of the other children, he cannot remain. He has no longer any right to remain, for no right can attach to the individual, the exercise of which is incompatible with the equal rights of others. If the said child is in such a situation as to justify the removal of a pupil from school, in certain cases, even when no offense has been committed. It teaches clearly, that punishment for evil-doing is not the only ground from which dismissal from school can be justified; that protection from evils which, though serious, imply no wrong in the parties concerned, is sometimes an equally valid ground for the temporary removal of a pupil from school.

Directors may and should exclude from school: for the time being, pupils infected with offensive or contagious diseases. No direct or wrong on their part, but simply because their presence under the circumstances is incompatible with the safety and comfort of others. Their personal rights in the common school are for the time in abeyance—they must be surrendered till they can again be exercised without inflicting the equal rights of others. The right to enjoy the benefit of common schools, established for all the inhabitants, is a common, not an exclusive personal right, and hence, like all other common rights, it must be exercised under such limitations and restrictions, that it shall not interfere with the equal and co-extensive rights of others. Children may, therefore, be excluded, not merely for punishment, but for the protection of others. The board of directors have power to grant or refuse permission to any pupil, or refuse permission for any month. If the application is granted, the permit should then be presented to the board of directors in the district in which the pupil wishes to attend school; and, if approved by them it may be endorsed as follows:

Approved by order of the board of directors of school district No. T. R. 

By order of the board of directors of school district No. T. R., permission is granted. who is a resident of this district and of lawful school age, to attend school months in district No. T. R.

This permit shall continue in force months from this date.

President. Clerk.

The board shall then take his permit to the teacher of the school, who should enter upon the school register his name, if the district to which he belongs, the number of months of school for which the permit holds good and the date of its expiration. It will be well to file the permit immediately thereafter, with the township treasurer of the district in which the pupil lives; since he will need it for information when he makes payment for the pupil's tuition.

The law requires teachers of schools containing transferred pupils to make out separate schedules for them. It will be found best to make out these schedules at the same time that the regular schedules for the districts are made out. In fact, a strict construction of section fifty-two of the school law would prevent a teacher from claiming his pay for any month until such schedules have been made out and delivered to the directors of his district. If the pupils are transferred from a district in the same township, the directors have only to certify the separate schedule and deliver it to the township treasurer whose duty it becomes upon receiving the schedule and not before, to charge to one district, and to credit to the other, the amount which the schedule shows to be due. But if the pupils come from another township, then the directors must take the schedule to the other board of directors, who shall, upon finding it correct, approve it, and then, and not before, draw an order upon the treasurer in favor of the treasurer of the other district. It is the duty of the directors receiving the order to attend to its collection. Should they receive the money thereon personally, they must at once pay it over to their treasurer; for he is by section forty of the school law the only lawful depository and custodian of all district school funds.

5. Teachers' Duties. All the questions considered above fall within the sphere of the teachers' duties and power. It is the duty of the teacher to learn accurately when the age and residence of every pupil the day when he enters school. If he finds any pupil in school under six years of age he should exclude him. If he finds any pupil over twelve years he should at once refer them, and all whose parents or guardians do not live in the district, to the directors, unless they have already procured, and present to him, permits of one or the other class referred to above. The teacher, except under the instruction of the board of directors, has no authority to determine questions of residence, or terms of tuition for non-residents. So, too, if it is necessary to exclude a pupil from school for any of the reasons named above, unless he has a rule of the board to guide him, the teacher should refer the case to the board, except in an emergency that will not admit of delay.

Non-resident pupils should be entered upon the register, and a record should be kept of their attendance, the same as of other pupils; but the teacher should not put upon the schedule of his district the name of any pupil who is over twenty-one, or who is a non-resident. The teacher's duty with regard to separate schedules for certain non-resident pupils is stated above under the head of "Transfer of Pupils."

JAMES P. BLADE,
State Superintendent of Public Instruction.

SCHOOL MANAGEMENT AND GOVERNMENT.

"As the teacher is, so is the school," is a truism, the truth of which none will question.

See to the orderly management of everything. Have a place for each pupil to hang his hat and wrappings, put his books, to sit or stand in his class, and see that his place is kept.

Have a regular time for reciting, and, if possible, for studying every lesson. See that at all times that the best of care is taken of the school properly.

Always keep the school-room neat and clean; ornament it with pictures, mottoes, maps, charts, wreaths, and flowers.
Always call and dismiss your classes in order; count or tap the bell as signals.
Be firm and kind. Don't scold. Be prompt in everything. Your pupils will often follow your example.
Do not allow communication, leaving seats, going out, or getting water during school, without permission.
System, self-possession, energy and kindness on the part of the teacher are the disciplinary agents.
Profitable and constant occupation is the true preventive of disorderly conduct.
Have every pupil secure a slate and pencil, and be sure he uses them.
Have as few classes as will be consistent with the wants of the school. A teacher cannot teach a successful school and hear thirty or thirty-five recitations daily.
See that the room is properly ventilated—about 65° or 70° Fahr. is the proper degree of temperature.
Have the syllables of all words pronounced, or teach pupils to make a slight pause between syllables.
Do not have your pupils report "perfect" and "imperfect." It leads to habits of lying and deception.
All the pupils of the same class shall pursue the same studies, if possible; don't forget to have the general exercise for the whole school each day.
Order is Heaven's first law, and without order no school can succeed.
The first step in governing a school is to govern yourself.
Have written examinations once a month for the larger pupils, and oral examinations for the smaller ones.
Every teacher should be a regular reader of at least one educational journal.
Always be a living model for your pupils whether in or out of school.
Begin school promptly at nine o'clock and close at four.
Visit your patrons frequently and urge them to visit your school.
Visit some of the best schools you can hear of each year, and don't fail to attend the normal institute.
Fill out a complete record of the advancement of each grade, according to the plan shown in the blank form printed in this book, and leave it in the register for the use of your successor.

1. Regulations should be:
a. few; b. general; c. popular; d. practicable; e. calculated to form good habits.
2. Teachers and pupils should observe:
a. regularity; b. promptitude; c. decorum; d. morality; e. quietude.
3. To prevent disorder, the teacher:
   a. should be a thorough scholar; b. should prepare his lessons; c. should be skillful in teaching; d. should see that pupils are comfortable; e. should see that all have plenty to do; f. should thoroughly inspect all work.
4. Punishments:
   a. should be reformatory, never vindictive; b. should assist the pupil to self-control; c. should be a natural consequence of the offense; d. should be mild but certain; e. should be accompanied by the kind word and the firm hand; f. should be infrequent.
5. Injurious punishments:
   a. unusual punishments; b. cowardly punishments, such as continual threatening and scolding; c. cruel punishments; d. degrading punishments; e. vindictive punishments.
6. Judicious punishments:
   a. reproof (a): general; (b): private; (c): public; d. privat; e. corporal punishment; f. suspension.
7. The teacher:
   a. should have good manners; b. should have good habits; c. should be a scholar; d. should plan and execute well; e. should have self-confidence; f. should have self-control; g. should be firm; h. should be consistent; i. should be courageous; j. should be just; k. should be tolerant; l. should be kind; m. should be patient.

—From Course of Study for Iowa Ungraded Schools.

Miss Nettie Kingley, a graduate of Illinois Normal, died recently at Denver, Col., where she had been teaching. Her remains were brought to Normal for burial.

HANDWRITING.

A recent authority has laid it down that the respective importance of the qualities of handwriting is thus: First, clearness; Second, speed; Third, beauty. Here follow two opinions on handwriting from experienced and judicious persons. The first is from James Wm. Gilbart, F. G. S., General manager of the London and Westminster Bank:

"When a young man enters a bank as a clerk, he should be careful in his handwriting, or in his anxiety to write fast he may forget to write well. If he write a bad hand, he should not be above taking a few lessons from a professor of penmanship, who will teach him to write fast and well at the same time. Plainness is of more consequence than neatness or elegance. The necessity for writing quickly, and the want of carefulness at first, are the causes why so few bankers' clerks, comparatively, write a good hand. You ought to be careful to write a plain hand."

"My own opinion is that the great deficiency rests in the school teaching, for we are not taught to write well and fast at the same time, and the necessity for writing quickly compels us to write badly. A roundhand is more legible than an angular hand, but the old roundhand is too laborous for ordinary use. The angular hand is not so plain, although written quicker; I prefer a line between the two, a semi-angular hand, as the pen glides more easily around a slight curve than it does around an abrupt turn. Rapidity requires a semi-angular hand, and quickness of execution is almost indispensable for a business man."

The following is the doctrine of Lord Palmerston:

Sir,—I am directed by Viscount Palmerston to request that you will submit to the Committee of Council on Education for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the middle and lower orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes which make the words difficult to read. The handwriting that was generally practiced in the early part of the middle of the last century was far better than that now in use, and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught rather to imitate broad printing than fine copperplate engraving. I am, etc., H. WADDINGTON.

To the Secretary of the Privy Council Committee on Education, Whitehall.

C. THOMPSON.

The Christian Union, which, at the core, is always sound on the public school question, speaks thus valiantly and truthfully of the Scully fiasco in Cambridgeport, Mass.:

"Whichever report is correct, the way for Protestants is clear—namely, make the public schools so good that parochial schools cannot compete with them. It is no time for countenance of, or patience with, girdling them by the abolition of Normal schools; for cutting down teachers' salaries; for allowing second and third rate politicians to creep into our school boards; for reducing the school curriculum to reading, writing, and arithmetic; nor for any other of the various plans perpetually agitated by penurious folly for saving at the spigot and losing at the bang-hole. Especially it is no time for taking out what little of Christian education there may be left in the schools; it is a time for increasing it many fold. In breadth and thoroughness of education the public schools are incomparably more serviceable than their parochial rivals. The only criticism we have against them is that they are 'good less schools,' and the way to counteract that criticism is by making them more efficient in the development of all those fundamental Christian virtues necessary to equip one for good citizenship in a free state. Wherever the public school is broad, thorough, and Christian, wherever it really equips boys and girls for life, fitting the one for trade and the mechanic arts as well as for college, and the other for the household and the kitchen as well as for the examination day, and developing in both good moral judgment to discern the right, and strong moral purpose to cleave to it, the parochial school may safely be left to dash itself to pieces against public sentiment. In the long run most American Catholic parents will, under such circumstances, choose to thoroughly equip their children for this life and risk the life to come on the record of their fidelity as parents to the trust which their heavenly Father has reposed in them."
A Brain and Nerve Food. Vitalized Phosphates.

THIS DIFFERS FROM ALL OTHER TONICS BECAUSE IT IS COMPOSED OF THE VITAL OR NERVE FOODS AND VITAL PHOSPHATES OF THE ORGAN IN WHICH THE DISEASE EXISTED.

Physicians have found it necessary to make it known that these have been prescribed 139,420 packages. It restores lost energy in all weaknesses of mind or body; relieves delirium or nervousness; gives vitality to the insufficiency of growth in children; strengthens the digestion; cures neurasthenia and tremors consuming from nervousness. It relieves the brain and nerves of the elements that have been carried off by disease or overwork.

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The popularity of these lines is steadily increasing, and passengers are invited to send their orders by purchasing tickets via the "Chicago, Council Bluffs & California Line,"

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Those answering this advertisement will confer a favor upon the Advertiser and the Publishers by stating that they saw the advertisement in the Educational Weekly.