The attention of the readers of this number of The Weekly is drawn to the hopeful educational outlook in the South as presented by the editor, the printers, the very types themselves and the quality of paper, on a single week's notice. This we had to do, for whereas it was not at first our intention to enter upon the publication of this paper until after the holidays, further consideration led us to begin as soon as the ownership was transferred. In this emergency the State editors and regular contributors did nobly for us. Our printers responded with cheerful alacrity to the sudden demand upon them, setting up every letter, figure and punctuation point, and trebled the former amount of advertisements, in fresh type, so as to send The Weekly forth in a perfectly new dress in very little more than a week from the time they received the first line of copy. In one respect only were our editorial plans so far deranged by the exigencies of the moment as to call for explanation. It was not our intention to have advertisements interjected between the pages of reading matter. To get the paper to press in time for the State Teachers' Associations, the foreman, in our absence from the city, assumed the responsibility of changing our pagination: an incident not likely to occur again.

The School Supply Plan of Boston.

The question, how can text-books, stationery, and other school supplies be provided most economically has to some degree exercised every community in this country. In cities it is a complex problem that has as yet, found no entirely satisfactory solution. Lately there has been a good deal said in the Boston papers, for and against the "supply and contract plan," adopted by the school committee of that city, and we are persuaded that so much as we give below of a lengthy article on this subject, by Mr. William T. Adams, in the New England Journal of Education, will be of general interest:

Fifty-four years ago, the Legislature of Massachusetts first took action in favor of cheap school-books, by permitting towns to purchase text-books, and sell them at cost to scholars. Twenty-one years ago the law was passed which declared that the school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and sell them at cost, but this law had been ignored or disregarded. For twenty years or more books had been purchased by the school committee, and loaned to pupils whenever called for. Two years ago, about one-half of the pupils in the public schools were supplied with books and stationery by the city. Men who were abundantly able to pay for books allowed their children to be classed as "indigent." Furnishing books and other supplies to parents who were able to pay for them, was an acknowledged evil, and was alluded to as such in printed reports to the board eight or ten years ago.

The Supply Plan.

In the early part of the present year the Committee on Supplies were authorized to modify the plan, and it was changed to the form in operation since the beginning of the present term. A parent may buy the books at any place he pleases. Blankets are provided for the high, grammar, and primary schools, each containing a list of the books, and other articles used in the three grades of schools, with the price printed on the left of every book, and the other supplies. These blanks were given to the scholars. The teacher carried out at the right the prices of the books that were needed, and put the total under the extensions. The scholars carried the blanket home. No bookseller could sell the goods at the prices named, for they were from twenty-five thousand in the list.
to fifty per cent, lower than the retail dealers could sell them. This fact constitutes one-half of the opposition to the plan.

The parents who desired to purchase of the city at these prices sent the required amount to the schools, during the first two weeks of the term. Collectors were appointed by the Committee on Supplies, who visited the schools at specified times and received the money. As he did so, he gave the pupils a receipt for the money paid, and stamped the blank, the stamp authorizing the master, or the teacher, to deliver the books and other articles to the pupil, keeping the stamped blank as his voucher.

There were various checks in the system, which are not material to our present purpose. Every night the collector paid to the auditing-clerk the amount he had taken during the day.

At the end of the two weeks allowed for pupils to be supplied, the teacher in charge of each class certified on another blank, with price-list, that certain scholars were not supplied with books. On this certificate, the master or other teacher, furnished the supplies needed, certifying to the Committee on Supplies that he had done so; and this blank was the voucher for books purchased by the master, or the teacher, to deliver the books and other articles to the pupil, keeping the stamped blank as his voucher.

The bills against parents whose children were not supplied within the two weeks were sent to the assessors, to be remitted with the contract has no necessary connection with it.

The plan was the better in this respect, for there was no waiting or put on the tax-bills, as the body might determine.

The bills against parents whose children were not supplied with books, slates, stationery, and janitors' supplies. The salaries of the auditor, the auditing-clerk, and of any reliable person or persons, on such terms, and for such length of time, as they may deem advisable, for doing all the work, and raising and supporting armies, and other kindred subjects; but would include nothing which tends to elevate man above the level of the common automatic machines.

That was not the government foreshadowed by the Declaration of Independence, and not the government of the Constitution founded on the will of the people; nor was it the government ordained and established to secure the blessings of liberty, with authority to exercise all the granted and indispensable functions of public liberty.

For authority to dispose of the public lands for educational purposes we are not, as has been shown, driven to search for power not expressly granted to Congress. At the same time it may not be improper to show that such a disposal is not in conflict with any part of the Constitution, but is in harmony with the interpretation early and constantly given to it by its founders.

The vested powers, therefore, are not barren but fruitful powers. Among the principles and declared purposes of our Government, President Madison enumerated the following:

"To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by the Constitution, in the Government of the United States, or in any department or officer thereof."

The vested powers, therefore, are not barren but fruitful powers. Among the principles and declared purposes of our Government, President Madison enumerated the following:

"To promote, by authorized means, improvements friendly to agriculture, to manufactures, and to external as well as internal commerce; to favor in like manner the advancement of science and the diffusion of information as the best aliment to true liberty."

In the farewell of Washington he urged his countrymen to promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. The words of Washington and Madison were revered when uttered, and the lapse of time has made them precious as legacies of political gospel.

Shall the great, peerless experiment of man's self-government be tested by a national policy of indifference as to whether the voting population shall have the means of improvement and intellectual advancement, or take the chances of remediless illiteracy? Shall we have no institutions to which farmers and
mechanics may resort for such scientific and technical knowledge as may be related to their pursuits, and such as give the silver lining to the clouds of toil?

No one objects to the schools of West Point and Annapolis for the education of our military and naval officers—we are indeed very proud of them; but is that all we can do? After that must we confine national contributions to tree culture and fish culture? I would not underrate the importance of eradicating the cotton-worm or the Colorado beetle; but is it less important to eradicate the unlettered ignorance of millions of freedmen?

A government that aspires to be the high school or model among all free nations should not confess that it has no power, directly, or indirectly, to aid in schooling its own children. The Signal Office is not only a great honor, but most useful to the country; but it will not be pretended that daily reports of what the weather is to be can be of greater honor or more useful than would be schools and colleges that would give some assurance of what coming generations are to be.

The question which we have to face is, Shall the republican Government of the United States, alone among the enlightened governments of mankind, in spite of its lofty pretensions, shirk all responsibility as to the education of its people?

The measure before us stands on a noble principle, wholly impreachable, if humanitarian government rests upon popular intelligence—a principle which neither the republican nor the democratic party will be willing to repudiate so long as each claims the right to improve and gain so fast that my husband and I are both happy.'

Shall the negroes in the new education in the new State, where the negroes are in a large majority, they have voted taxes upon the property of the whites, which have been cheerfully paid.

There are some old Bourbons remaining in the State who sigh for the old anti-bellum times, and object to the movement to build up a new South.

The constitution itself, as to public education, was adopted by so large a majority, and the sentiment of the people was indicated so strongly, that the protests of this class of men are very little heeded. The young progressive element has the destiny of the State in its hands and is determined to see to it that no backward steps are taken. There are many Northern people in Georgia, but they have assimilated with the people of the State, and all work together in perfect harmony.

Professor Smart says he was struck very forcibly by the evidences of prosperity he saw in every hand. Mills are in process of construction, and wherever you go there is evidence of the energy and enlightenment of a progressive people.

He found that Senator Joseph E. Brown was considered the greatest man in the State, and also found much interest in the passage of Senator Hoar's educational bill. In fact, everybody is wide awake on the question of schools and education.

He found the reputation of Indiana excellent wherever he went, especially in its prominence in educational matters.

General admiration is expressed at the part which the State will soon lead in this great movement. He is full of faith in the growth and growing intelligence of that portion of the Union.

JAMES H. SMART, State Superintendent of Public Instruction, has just returned from Atlanta, Georgia, where he went to perfect arrangements for the meeting of the National Association next summer. The following is the substance of an interview with a reporter of the Indianapolis Evening News. Mr. Smart has revised and interlined the interviewers report for the benefit of the readers of The Educational Weekly.

He speaks in enthusiastic terms of the good work which is going on in educational circles throughout the South. He says the advance in Georgia is one of the most surprising things in our recent history. The common school system is well organized, the facilities being equal for both whites and blacks, though the blacks are educated in separate schools. The taxes are cheerfully paid, closely collected and honestly expended, and the good results are very apparent, although the people have had but eight years in which to build up a school system. The Southern people have discovered that it is absolutely necessary to educate the negro, and they are going at the work with a will.

This applies especially to Georgia and Tennessee, and in a less degree to South Carolina, and the professor is confident that the knowledge of good results in these States will soon lead to an advance all along the line in every Southern State. The negroes in Georgia are now taxed on over six millions of dollars of personal property according to their own sworn statements to the assessors. They are content with the State and have no desire whatever to leave it, and no exodus movement could be organized. Many of them are teachers in the schools of their own race, and the State has established a normal school for the training of colored teachers at Atlanta, upon which a large sum of money was spent last year. Tennessee also has such a normal school at Nashville. The negroes take much interest in the education of their children. The new generation is almost universally able to read and write. A State tax is levied for the support of the common schools, and distinction is made between the races in the distribution of the proceeds. Beside this, the State has made liberal appropriations for sustaining universities for both races, and training schools for teachers. The people have the power to vote upon themselves further taxes in each county, and the system is not therefore so highly centralized as in many of the other Southern States.
FORM AND SPIRIT.

Listening to the lecture of Col. Parker, of Quincy, Mass., before the State Teachers’ Association, at Springfield, last week, the old question of the relative value of form and spirit was brought very forcibly to mind. The discussion that followed emphasized the thought. Much has been said and written about the “Quincy method,” both by those who knew, and those who did not know, its true nature, or purpose.

Many have seemed to think it a species of legdermain, which may be adopted by any teacher, who could master the trick, with success at least approximating that which has been attained at Quincy. A thoughtful attention to Col. Parker’s lecture should have dispelled this illusion, and convinced the hearer, that, as one of the gentlemen taking part in the discussion Wittily remarked, the wonderful Quincy system was simply a man, and a man in no way remarkable in appearance or manner, to wit, Col. Parker himself.

For we think that, admitting all the advantages that Col. Parker had in being permitted to carry out his ideas on the subject of teaching, there is no doubt that the success was not the mere success of method, but of that true, earnest spirit of the teacher which was behind the method. There was nothing strange or startling told us by Col. Parker, little that was altogether new, and we heard teachers express surprise and bewilderment that this far famed system should prove to be a thing apparently so simple. These were teachers who had not yet learned to distinguish between the form and the spirit.

That a good method is a grand thing, in the school room or elsewhere, and that there are good modes and bad modes of teaching, we do not deny. Still, the fact remains, and the “Quincy system” only proves it, that it is the spirit which animates the form, and not the form which creates the spirit.

THE BENJAMIN FRANKLIN PRIMER.

The readers of the Educational Weekly will relish the humor in the following gratuitous notice of a primer, which is proof positive of the modern degeneracy of the City of the Pilgrims. Possibly some of our spelling book makers may discover a flavor of wholesome satire in this mimic primer.

Ever since their ancestors threw away their horn-books in the old country, the Yankees have set great store by primers. The first book called by that name is said to have been printed in Old England in the time of Elizabeth and to have contained little besides the alphabet and a few simple words. It was only when translated to New England that the primer took its proper place in literature, growing in importance and expanding in volume until it took rank alongside the family Bible and the almanac as one of the three books without which no successful attempt at housekeeping could be made. There probably never was a more useful work dropped from the press than the original “New England Primer.” It was instructive and pleasing alike to age and to youth. It was, like “Froggy” Dibdin’s Library Companion, “the young man’s guide and the old man’s comfort.” If children did not cry for it, they certainly wept by reason of it, for it had the “Shorter Catechism,” and another one, not very short, devised by Mr. Cotton. If it had not been for the revolution in theology which began to shake Boston and all its dependencies pretty soon after the close of the second war with England, it is likely that the New England Primer would have held its own, or at least, would have continued to be used by very good people in very secluded localities, until it was ousted by the traveling publisher’s agent for school-books, who, in the long run, is sure to drive every instruction book out of the market which has been in existence over ten years. Time was when the parent, seeing his offspring at work upon the same lesson in the same book which he himself did formerly use, could remind the youngster of the degeneracy of modern times and of the increased stupidity of children. Now, what fond father would dare to cross-examine his son on the secular lesson of the day? The child studies new books and learns things that the generation before him not of. All this comes from throwing aside the old reliable “New England Primer.”

To mend the condition of things as far as possible, however, some benevolent gentlemen down in Massachusetts have composed another little primer, smaller than the first one and a good deal easier to remember. It is called “The Benjamin Franklin Primer,” though Mr. Franklin’s connection with the work seems to end with his standing guard on the title-page in the guise of a marble statue. He has got on Daniel Webster’s head and coat, and seems to be meditating whether it would be cheaper to come down from his pedestal or to hold an umbrella over himself in the case of a severe rain. The book has first-class typography.

“My children all cry for it,” says Mrs. Clarke’s young; “It makes a fine show,” says P. T. Barnum; “I am glad it is out,” says Mark Twain; “If it had struck in, it would have been worse than the measles.” After next the alphabet is the picture of a very sheepish dog, followed by another of a very cocky hen which looks like a remote ancestor of The Tribune’s spring chicken which crew the morning after Garfield was nominated. Then come pictures labeled “Two Ox-en,” “One Ing-en.” “A Turk,” “A Turk-ey,” and a small representation of Vishnu with the legend: “Do not be idol.” A small boy, distressed because a bull-pup has borne away such a big sample from the seat of his pantaloons as to suggest a reason why only a front view of the boy is given, stands as an illustration for this lesson: “Here is a nice dog. Has the dog sharp teeth? Oh, yes; the dog has sharp teeth.

An aquatic view shows James clinging to a not very high pole which sticks up in the middle of a river, while three or four crocodiles are reaching up for him. This is the instructive comment: “See James and his pets. His pets are fond of him. He will soon feed his pets.

Then comes the dog of history and of song, with a tea-kettle tied to his tail, and this lesson:

Can the dog run? The dog can run. The can is on the dog. Run dog, run.

This seems strangely like Noah Webster’s little spelling-book story, commencing: “She fed the old hen.

Two tipsy men at a lamp-post are arguing as to the identity of one of the heavenly bodies: Is it the sun? No, it is the moon. Is the moon full? No, but the man is full.

“Ann has a dog,” and he is a big mastiff apparently bent on eating the little girl up; but we are assured that “Ann is a good girl. She will not hurt her dog. Ann is kind to dogs.”

There are fifteen of these instructive lessons in all, one to a page; and, when read in connection with the meritorious woodcuts they come rather nearer to being humorous than they do to being either true or beautiful.—Chicago Tribune.

OFFICE OF KINDERGARTENS IN NORMAL SCHOOLS.

In the discussion of the resolutions of the Minnesota Normal School Board, establishing a kindergarten in the Winona Normal School, Principal Shepard, of that institution, set forth some of the uses of kindergarten attachments to such schools very plainly. He said he did not anticipate the early adoption of kindergartens in connection with the free common school; neither is it the purpose of the resolutions to secure the establishment of a kindergarten training school at Winona for any benefit that may accrue to the children who will compose its classes. The project rests solely upon the intimate relation of kindergarten training to primary methods in teaching. It must
be admitted by every observing and experienced educator, that the chief evils of primary teaching lie in the repressive, not to say harsh, discipline of the of the pupil during the earliest years of his school life. Few teachers realize the delicate sensitiveness of their youngest pupils. The authoritative "keep still," "sit down," "so-correct, even in our best schools, should be modified in the practice of our teachers. These students come to us thoroughly imbued with the traditionary methods in which they themselves have been taught; and though they may not be satisfied with those methods and have but little respect for them, they know no other. In the practical working of a kindergarten we can show them better methods. The conviction is becoming universal among the most devoted and studious of those engaged in training the young that somewhere we teachers create an immense amount of stupidity. It is not claiming too much to say that the greatest single cause of this is the want of "keeping school." Others with a deeper insight are saying, with admiration that so much arduous in the acquisition of skill and useful knowledge can be produced in children so young. It is the plan, if the recommendation is adopted, that Mrs. Eccleston shall give instruction to the normal students in all those occupations of the kindergarten which may be used by any primary or model school teacher in connection with the other work usual in their schools, and enable them to fill many unoccupied, vacant hours with delightful and profitable exercises. In addition to this, we shall use the kindergarten freely and regularly as a school of observation, and bring, as much as possible, all our pupil-teachers under the inspiring, suggestive influence of kindergarten methods.

State Superintendent Burt, the Secretary of the Board, said he was satisfied that a child of 5 or 6 years, who had received a kindergarten instruction, was relatively in a better relation to all subsequent instruction than the ordinary pupil of the common schools of 8 years of age. The means by which this rapid advancement is secured, without undue strain to the pupil, was a matter of deep interest to every teacher. The average common-school teacher has yet to learn how to deal with the youngest pupils. No other element in the school is so fruitful a cause of annoyance, so taxes his patience, so constantly tends to balk and embarrass his administration. The common-school teacher, in almost all cases, prefers to deal with more advanced scholars, and is taught in all classes. Language holds the first place in the list of studies, but it is important that pupils should be taught to deal with large numbers mentally. A course in mental arithmetic does, to a certain extent, exercise the faculty of number at the same time that the reasoning powers are strengthened; but the first result is regarded as secondary, if, indeed, it is considered at all, except incidentally.

A proof that mental drill in numbers is neglected in the schools is seen in the prevalence of the addition method of making change in money transactions. A dollar is given, to pay a bill of 75 cents. The merchant gives back two dimes and a "nickel," and says, "Seventy-five, one dollar," and this process is satisfactory to the other party. It would be better to count the change, having determined that, by direct subtraction.

Again, it will be noticed that a majority of men instinctively look for a pencil and slate, or paper when required to perform even the simplest computations. It may be claimed that the mechanical process of solving arithmetical problems is more likely to be accurate, than the purely mental one, but such, at least, has not been our experience. We have noticed, on the contrary that a process carried on in the mind is less likely to be wrong, and the reason is plain: When the numbers are written on the mind, they are brought in contact, so to speak with the faculty by which they are operated upon. When they are written on the slate, the eye which sees them, may also see other objects, and thus send other impressions to the brain to confuse the calculator, who is likewise liable to error by reason of placing too much dependence on his written figures.

We would recommend that the multiplication table be learned up to 16 times 16, and that more stress be laid on the various methods of contracting arithmetical operations. He who has all these in his mind, will generally find one that will apply to the problem in hand.

**EXTRACTION OF ROOTS.**

Our last article on the extraction of roots gave the method of resolving the root of a quantity into an infinite series, by means of a modified form of the binomial formula.

We took as an example the cube root of 31, and found it to be equal to 3.14138+. Of course the most expeditious way to extract a root is to divide the logarithm of the number by the index of the required root, which will give the logarithm of the root, but it is interesting to notice how many different ways there are of obtaining a mathematical result, though some of the methods may be too cumbersome to be practically useful. Perhaps the most satisfactory process of extracting roots, excepting the logarithmic method, is by the elegant method of Horner, given in all treatises on algebraical equations. Horner's method of ascertaining the roots of numerical equations is equally applicable to finding the roots of numbers; for the n<sup>th</sup> root of a given number, N<sup>n</sup>, may be found by solving the equation x<sup>n</sup> - N = 0. Letting N = 31 the number before taken, and x = 3, we may form the equation x<sup>n</sup> - 31 = 0, which when solved will give the cube root of x.

This equation lacks its second and third terms; the coefficients of the missing terms must be denoted by zero. The coefficients are 1, 0, 0, -31; the last, being the coefficient of x.
The numbers marked with one star are coefficients of the first transformed equation. The numbers marked with two stars are coefficients of the second transformed equation, and so on, except that the right hand figure of the first number in each case, is not a part of the coefficient. The successive figures of the root are found by dividing the ultimate by the penultimate coefficient of each transformed equation. Thus to get the second figure, we divide by 27 which gives .91 for the trial figure. We then transform by .1 and divide the last coefficient of the resulting equation, viz. -1.209 by the next the last viz.: 28.83, which gives 9.42 for the next trial figure. By continuing the process we get .001 for the next figure, .0003 for the next and .00004 for the next and we can after a while get as many figures as we please by the process of division which we use at first to find one trial figure of the root.

The language is imperative. Sometimes shall is construed to mean may, but never where a public or private right will be impaired by such construction. (Wheelers v. Chicago, 24 Ill. 155; Blake v. Portsmouth, 39 N. H. 435.)

The language is not only imperative, but it is unambiguous, unless we except the clause and the trust from time to time elect.' But an ambiguous phrase concluding explicit language of precedent matter can have no weight. If it can not be reconciled with such precedent matter it must fall. (Dickinson v. Nelson, 4 Ind. 260; The State v. Williams, 8 Ind. 191.)

The action of the trustee is conditioned upon the fact that the advancement of the pupils requires other studies to be introduced in addition to the common branches.

I think the argument here adduced equally applicable to trustees in cities as to those in townships, as the language of the statute applies to both alike.

STATE NEWS.

Ohio.

The third Hebrew college in the United States is soon to be established at Cincinnati, a house having been already purchased for its accommodation. The other two colleges belonging to the Hebrews are in Philadelphia and New York. This new institution is to be maintained by voluntary subscription alone.

The forthcoming report of the State Commissioners of Common Schools for Ohio will show the following facts regarding the receipts and expenditures for the common schools of that grand State. It would be instructing to understand the significance of all these statistics without our prompting. The action of the trustee is conditioned upon the fact that the advancement of the pupils requires other studies to be introduced in addition to the common branches.

We know that the first figure of the root is 3, so we proceed to transform the equation into another whose roots shall be less than those of the given equation by 3. The operation is as follows:

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In reply to this question the Indiana School Journal publishes the following synopsis of a case passed upon in the Circuit Court for Johnson county:

In the case of Grubbs and Dungan v. Williams, Trustee, in the Johnson Circuit Court, the plaintiff asked for a writ of mandamus to compel the defendant to have taught algebra and Latin in an ordinary district school. The court issued the mandate in regard to algebra, but refused it in regard to Latin, solely on the ground that the plaintiff had not made such a demand on the trustee in regard to that study, holding that it was his duty to cause Latin to be taught if the attainment of the pupils required it, and that he would be compelled to do so by suitable proceedings.

In deciding the case the court argued in substance as follows: "Section 26 of the act of March 6, 1869, 3 Ind. Stat. 448, confers on the patrons of schools the power to elect that branches of learning in addition to those prescribed by the general law, as in section 34 (3 Ind. Stat. 450), may be taught in their schools, and that section 145 (Id. 518), makes it the duty of school trustees to cause such 'other branches of learning and other languages as the advancement of pupils may require' to be taught where these were not taught before, and further that the legislative intent might be more effectually carried out if the schools were empowered to act. But, lest from any cause they failed in their duty and left those entitled to the benefits of the public schools without a remedy, then..."
The number of teachers employed in the township primary schools was: gentlemen, 9,949; ladies, 8,234. In township high schools: gentlemen, 737; ladies, 646; total, 18,222. Teachers in separate district primary schools: gentlemen, 888; ladies, 865. In separate district high schools: gentlemen, 57; ladies, 182; in separate district primary schools: gentlemen, 660, ladies, 54; in separate district high schools, gentlemen, 74; ladies, 53.

The pupils enrolled in township primary schools were, boys 254,905, girls 219,110; in township high schools, boys 655, girls 594. The total pupils in township schools, high and primary, 474,772.

In separate district primary schools, boys 132,713, girls 116,760; separate district high schools, boys 15,910; in separate districts, total pupils, high school and primary, 275,566. Grand total high and primary school enrollment, 747,139.

The daily attendance in townships is 77 per cent. of the average monthly enrollment, and in the separate districts it is 64.

The number of teachers in townships, in colored schools, is 90; in private schools, 41; in separate district colored schools, 126; in separate district primary schools, 206; total, grand total, 472.

The number of pupils enrolled in the colored schools, townships, 2,737; separate districts, 6,774. The total number of pupils enrolled in private schools, townships, 11,177; separate districts, 27,533.

The whole number of applications for teachers' certificates was 58,054, of which 47,217 were for primary schools. Of the certificates granted, 209,281, 62,281 were for 24 months, 959 for 18 months, 9,800 for 12 months, 10,945 for 6 months. The total number granted to gentlemen was 15,691, granted to ladies, 47,563. Bet. of 24,453; or 600 more than the total number of teachers in all the high and primary schools of the State; yet this was but 64 per cent. of all the applicants.

ILOIS.

Poria Scientific Association will have much ado to live if S. H. White moves away and Miss Smith continues her studies in Europe. To add to its troubles the board of managers has unexpectedly appropriated to an other purpose the rooms fitted up by the association in the court house. The board will hardly make the change without trouble.

The Poria Call says it is rumored, though not on authority, that Supt. Dougherty is to be a partner with Mr. Emery in starting a new daily with the new year.

Miss Nellie Bain resigns her place in the schools to become the bride of a New York attorney. She left for the East the day the term closed.

In the near future Supt. Dougherty and Dr. H. S. Peabody are to lecture under the auspices of the Scientific Association; the former on "Natural Science and the Mechanical Arts, the Basis of Civilization," and the latter on "The Sun."

Poria city schools closed the old year Dec. 23 with an extensive pro-

gramme in commemoration of the Pilgrim Fathers. The Transcript gives two columns to an account of the exercises in the high school and the vari-

ous districts. About all the literature that is extant on the subject of the Pilgrim Fathers has been read, or declaimed or sung, and the high school pupils brought out some new productions for the occasion. Orations were delivered on "Pilgrims on the Mayflower," "To the Departure of the Pilgrims," "Hardships of the First Winter," and "Women of the Mayflower." Some of the primary departments had a land-

ing of Santa Claus, which proved very interesting.

Normal News.—The annual contest of the literary societies occurred Tuesday night. The contest was competently debated by Miss Mary Smith and the decision rendered in favor of a "tariff for revenue only." The Philadel-

phians won the debate, the instrumental music and the oration; the Wrig-

htonians won the paper and the vocal music. The Normal hall was well filled, and the contest is pronounced one of the most interesting the school has ever had.

Miss Lillian De Carlo, the talented little elocutionist, is to be married soon.

The Normal public schools are not yet done with litigation over these troublesome bonds. By a supreme court decision of nearly a year ago the board feel that they are forbidden to pay certain bonds formerly issued to one of their members, and suit has been recently begun to collect them. E. P. Carpenter, one of the directors of the court in the case, has held his defendant in New York, begins action in the United States court for his claim.

Merton Metcalfe and James W. Adams, resting from their school work, come to Normal to spend their holiday vacation. A number of students remain about town through vacation, and some go to Springfield to attend the State Normal University's semi-annual commencement.

J. H. Tear and L. R. Reid had their overcoats stolen the night of the contest. Whoever can invent a coat room that will be thief proof, and yet convenient, will be a benefactor to the schools.

Two boys of the Normal public school had a fight some time in which a knife was used, and one of the boys has since the other. The boys have had a habit for some time of repairing to a neighboring yard and settling their disputes according to the code of honor. No particulars.

Miscellaneous.—W. H. Chamberlin, principal of Ridge Farm schools, spends the holidays with his father's folks in the Hoosier State.

P. Lemmon, of Manchester schools, comes with his wife to visit his father at Decatur.

Mrs. Hoblit, of Atlanta schools, has resigned her position on account of poor health, and is succeeded by Mrs. Norris, of Lincoln.

The Annual of the Champaign College of Agriculture will occur in January.

The first lady lawyer admitted to the Kansas bar is Mrs. Kellogg, wife of E. B. Kellogg, of Normal class of '62.

Prof. J. Burkitt Webb, formerly of the Illinois University, but latterly of Berlin, Germany, has accepted a chair in Cornell University.

The woman teacher has resigned, and Miss Alice E. Kipple, of Buda, is her successor.

A. R. Jolley, of Cerro Gordo, lately a student of Scott county, is now principal of the Smithfield schools, in Fulton county.

The building is without insurance, and with no respectable means of protection question was debated, and the oration; the contest is pronounced one of the most interesting the school has ever had.

Schools that usually take two weeks' holidays are puzzled where to put the extra week, as it comes clear out of holiday time. Some put it in December, others in January. This gives a good chance to visit schools.

We understand that the work of raising funds for the Presbyterian Theo-

logical Seminary of the Northwest, at Chicago, Ill., is progressing finely.

Mr. Cyrus H. McCormick's promise to add $5,000 to every $500 raised from other sources acts as a valuable incentive to the collectors as well as the contributors of the fund.

H. W. Austin has presented the Oak Park High School Museum a nicely stuffed skin of a boa-constrictor measuring twelve feet three inches long and eighteen inches in circumference.

Thirteen persons—seven men and six women—were examined yesterday at the rooms of the Board of Education, to see if they were competent to fill the office of principal of a grammar school. Of the applicants, three are already on the roll as teachers—one as principal of a grammar school, and the other two as assistants. The first mentioned is a lady. At present assistant in the high school at Lawrence, she declined to get certificates, and by recent action of the board they are not essential, experience being considered an equivalent. Some of the ladies, however, are determined to get certificates, and the one who presented herself yesterday for examination belongs to this class. Sup't. Hough and Asst.-Sup't. Delano gave out the questions, the answers to which had to be written. The subjects were English Literature, Algebra, Geometry, Theory of Teaching, General History, Definitions and Science. All who have an average of 80 will pass. What it only takes in the month, but the potential applicants will have to, is to get certificates, and if they are not granted, they will have to be given as places as soon as there is an opening. An examination for principal is something new, promotions having been made heretofore without inquiry into qualifications other than experience in teaching. It is believed that the new plan will be beneficial to the schools.——Chicago Tribune, Dec. 28.

MINNESOTA.

What does this mean, gentlemen of the Board of Normal Regents of Minne-

sota? Principal Kiehle, of the State Normal School at St. Cloud, reports: "The building is without insurance, and with no respectable means of exting.

Ush. You have done wisely in many things, go and do likewise by insuring. Life is only a race in the month, but it is possible to your care, and then if it becomes the cruel.

WISCONSIN.

Milwaukee Notes.—Too Many Branches Tooted.—One of the members of the Committee on Rules, at a late meeting of the committee, justly observed that in our schools, as at present organized, too many subjects were embraced by the female pupils of the common schools, which prevents genuine instruction. The plan is to be benefactor to the schools.

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WISCONSIN.
person if this is not the case with 50, yes 75 per cent. of our public school graduates. Other causes, besides those above named, may also operate in producing these results, but they are comparatively unimportant. The de- 
dangled and aimless school is not so prevalent as was feared by some, since they can go through bewildering arm and 
trunk movements much better than he can do anything useful. The unfor-
tunate fellow has had music, drawing and calisthenics at school. If he is of 
American parentage, he probably can speak enough German to make a fool 
of himself when he gets a chance. He has learned the definitions of the 
most curious words from the dictionary, and perhaps he has vague notions 
about poetry, bookkeeping. But, he does not know anything useful. He has to learn something of use outside of school.

Costly superintendents sit in their soft chairs and make out innumerable 
reports and statistics, and yet, this wrong is not righted. The question 
arises with the people who support them, as to what they have done. They 
are going to go on reminding us of the depression of the wood burning 
stoves in the highest counties during 1879 was 153.7; the average number in independent cities, 
was $341.89. The average number of days school was maintained in the 
branches.

A meeting of the teachers and township superintendents of schools in 
Geneese county was held on Dec. 27 and 28 in the high school hall of Flint. 
Many teachers desecrated Christmas by drawing their salaries in the 
Christmas vacation, owing to the spread of scarlet fever in the 
schools.

The fall of Michigan Military Academy closed Friday, Dec. 17. 
Examinations took place Thursday and Friday. In Physiology and Physical 
Geology, the work of this term completed the subject. The final examina-
tion in these courses was conducted in a very satisfactory manner. The 
conduct was thorough in every respect, and was thorough in every respect. Each cadet was closely questioned and 
all the cadets were at work and the test was good for a test. The progress made in all classes was such that the cadets 
will be used. The cadets are doing successful and commendable work. These prospects are that it will be nearly, if not too during the coming term, which begins at 7 P.M. 
Monday, Jan. 4, 1881.

The Crosswell Union School of Sanilac county closed earlier than usual 
for the Christmas vacation, owing to the spread of scarlet fever in the 
district. This disease, and diphtheria, have been quite prevalent in the schools of the district.

The Trustees of Adrian College are debating whether to rebuild the 
burned north hall, or remove the entire institution to another locality. Now is 
the time for some large-souled friend of the college, to donate it a hand-
some sum and decide the question at once.

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stations, and everything of interest or importance in the county. This same
system is carried right through the grades until the subject is finished. Work
of all kinds, as a rule, is well done.

KANSAS.

Normal Notes.—A. W. Stuths, of the class of '76, has been elected Sup't
of city schools at Chautauqua.

Dr. S. W. Hoag, President of Elocton, resigned at the close of the fall
term, to give his entire attention to the publication of "The Educationalist.
He leaves many friends in the Institution at Emporia.

There were 254 students enrolled last term, against 125 last year, and go
the year before.

The Southeastern Teachers' Association meets in Parsons, on Dec. 28, 29,
and 30.

President Welch has moved into his new residence, corner of 12th Avenue
and Constitution street.

An officer of the U. S. A. will probably be detailed to take charge of the
Caledonian and German gymnasia, and the accommodation in mathematics.
If he proves more efficient than Prof. B. T. Davis, he will have to be an
expert.

Demands for first class teachers are continually coming to Pres. Welch.
The graduating class of '81 will supply some of these places after June next.

The new school building in Emporia will have a bell weighing 1,500 and a
town clock.

INDIANA.

The colored people of Richmond are not satisfied with the proposition of
the school board, to add to the buildings now occupied by the colored pupils
additions large enough to accommodate all applicants and to teach all the
branches of the curriculum, that are now taught to white pupils of the same
grade. The colored people on the contrary, demand that their children be ad
mitted to the schools nearest their respective residences, and that no distinction
be made on account of color.

The Crawfordsville public schools, which were suspended on account of
scarcity of funds on Monday, January 22, have been resumed by the
E. A. Haight, of the Alton, Ill. public schools has accepted the post
of principal of the Vincennes University, to fill the vacancy caused by the
death of Prof. Lewis Prugh.

William T. Harris, LL. D., late Superintendent of the St. Louis schools,
will deliver, before the Indiana University, a course of six lectures on
"Education: its Philosophy and History." The dates and topics are now
announced as follows: Thursday, Feb. 10, on the Nature of Education and
of it Relation to Science; Friday, Feb. 11, on Normal Education, and the
Organization and Management of the School; Thursday, Feb. 17, Educational
Psychology, and Friday, Feb. 18, on the History of Education, and Present
Status of Education in Europe.

The programme for the entire series of lectures submitted to the Dean of the
College, who has kindly consented to allow them to be held in the gymnasium
of the school, and free admission will be given to all members of the faculty
and students of the University, and also to teachers, school superintendents
and high school pupils of the State, other persons will be charged one
dollar for the course, and twenty-five cents for a single lecture.

The new college for colored youth at Atlanta, Ga., Christian Hall, is already
nearly filled with pupils. Its price for tuition has been made very
small in the hope of benefiting more persons than would be able to pay the
usual rates. President Emory, in his annual address to the faculty of the college,
are paid by the Freedman's Aid Society.

The commencement exercises of the December class of Cook County
Normal School was held at that institution on the 23d ult. There are seventeen
in the graduating class, all young ladies but one. The programme consisted of
exams and orations, interspersed with instrumental and vocal music. The
Rev. R. A. Holland delivered the address class in the evening, after which
there was a delightful class social. The class song was of far more than
merit, and was sung with such spirit as indicated that the prophecy
of the last quatrain would be fulfilled, or it would be no fault of the singers.

And with Right for sword and shield.

We shall bear away all honors,

Leave with triumph every field.

The names of the teachers in the Du Quoin schools are C. O. Sawyer,
Prin., Miss Mary Holmes, Lavissa Williamson, Mary Covenes, Lena Wine-
berger, Ellen McCar, Mary Cotter, Abby Leighton, and Frank McCullough.
The monthly enrolment, special days, attendance, 447. Prof. Sawyer
is doing his second year's work, and doing it well.

Pinckneyville employs the following teachers: R. B. Anderson, from
the National Normal School, Prin.; Jno. B. Eaton, E. M. Hawkins, Mrs. E. M.
Hawkins, Miss Emmer, and Miss Third. Enrollment for the month of
November, 252; average daily attendance, 186. Prof. Anderson is serving his
second year.

Hon. B. G. Roots, President of the State Board of Education, has the
best school he ever taught.

Tamaroa schools have been very much injured by measles.

Jno. I. Higgins is teaching the largest school in the county that is taught
by one teacher. The enrollment is 85, average daily attendance, 65. Mr.

Higgs is a vigorous young man, but no man should be asked to do so much.
The school was a school of two departments for several years, but in 1879
a man who was "hard run" for a place agreed to teach it all himself, and
the directors employed him. They now see the folly of their action, and next
year it will be a great relief.

We are sorry to say that a teacher who has spent a year in the Normal
is teaching at $22 per month. But this is an average price, including towns.
The teachers say a county Superintendent is worth his hire. So we do.

EDUCATION ABROAD.

A boarding school for boys has been established in Serajewo, Bosnia. This
is the first school in that country founded on pedagogical principles. In the
absence of trained teachers, the authorities have placed the school in charge
of military officers. It is unsectarian, and has accommodation for eighty
boys.

The head-masterships of the great public schools of Eton and Harrow are
worth $25,000 to $35,000 a year, and those of Westminster, Rugby, Charter House, and Merchant Tailors are worth from $12,000 to
$20,000 a year, including the spacious abodes attached to them. The heads
of college at Oxford and Cambridge do not receive nearly so much. The Master of Trinity College, Cambridge, gets about $15,000 a year, and the
Dean of Christ Church, who is also Dean of the Cathedral, over $10,000.
The next most lucrative position in Oxford is President of Magdalen, which
is worth about $10,000, Magdalen being a very wealthy college.

STATISTICS OF GERMAN UNIVERSITIES.

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<tr>
<td>Wurzburg, Bavaria</td>
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Total: 22,487

Increase—590 in 21 Universities. The students of Braunsberg are not re-
ported.

THE NEW MUSEUM OF FOSSILS AT WABASH COLLEGE.

Two workmen are busily engaged in the South Hall of Wabash College in
the putting together of a large list of fossils for the museum. They are C. A.
Ward and Edward Garret, and they are furnishing the rooms with specimens
from the catalogue of Henry A. Ward, A. M., F. S. G., Professor of the
University of Rochester. Prof. Ward has found that the only possible way to
give this collection its desired accurateness is by the introduction, in the classi-
cation, of plaster copies of those fossils, the originals of which are rare unique
specimens, or are so very rare that it is altogether impossible to obtain them.
The series of extinct forms are by this plan made substantially complete,
and the cabinet enriched by many specimens of great scientific value,
and of great attractiveness to the general visitor. These young men bring the
"dry bones" from the east, and put them together and paint them prop-
erly in the rooms. The "copies" are made of some sort of composition,
shaped by molds from the original. They make the wonderful groups of bones
from the catalogue of Henry A. Ward, A. M., F. S. G., Professor of the
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"dry bones" from the east, and put them together and paint them prop-
erly in the rooms. The "copies" are made of some sort of composition,
shaped by molds from the original. Many of the rarer specimens are from the
British Museum and the Garden of Plants at Paris. Others, from Royal
Museums in Berlin, Vienna, Copenhagen, St. Petersburg, Munich, Turin,
Lyons, Darmstadt, Haelen, and other places. The copies from American
specimens are from the Academy of Natural Sciences at Philadelphia, the
Boston Society of Natural History, the Museum of comparative Zoology at
Amherst College, and from the American Palaeozoic fossils of Prof. James
Hall, of Albany. Among the Mammals, a human skeleton from Guada-
loupe is of peculiar and unique interest, as are also the skulls of primemal
man from the Neanderthal and Enges Caverns. The series of Primates and
Pachyderms from the Sawall Creek—outliers of the Himmalayns—form a
stronger group. The birds, reptiles and other specimens are all interest-
ing. The series represents about 350 kinds.
THE SCHOOL ROOM.

TEACHING ARTICULATION.

Our attention has lately been called to a small school on the North Side, Chicago, where an enthusiastic teacher is engaged in teaching deaf and dumb children to articulate. Though the school has been in operation but a short time, it has already made a great difference in the sense of hearing to guide them, and thus compelled to learn by imitating the motions of the teacher's lips only, have learned to articulate all the consonant and consonant sounds, and many combinations thereof in words of one syllable.

We have no space to go into particulars concerning this school, and the mode by which its teacher combines other instruction with that in speaking, but seem to understand that great difference is made in the sense of hearing to guide them, and thus compelled to learn by imitating the motions of the teacher's lips only, have learned to articulate all the consonant and consonant sounds, and many combinations thereof in words of one syllable.

The ignorant of otherwise well-informed persons on the very simple matter of articulation would be strange indeed were it not so common. Not long since we were present in a school-room where a German teacher was training his class; and as we walked into the room the following directions, cautions, and results are given by the same author.

ORAL SPELLING.

I. DIRECTIONS.

1. Require the pupil to pronounce the—
   (a) Word accurately before spelling.
   (b) Letters accurately.
   (c) Syllables accurately.
   (d) Words accurately after spelling.
   (e) Words of the succeeding lesson accurately before study.
   (f) Require the pupil to name everything necessary to the correct writing or printing of the word, as the capital letter, hyphen, apostrophe, etc.
   (g) Require the pupil to copy the words of the succeeding lesson several times before spelling.

2. Let every fifth exercise be a review.

3. Require misspelled words to be written correctly.

4. Review often, and advance slowly.

II. CAUTION.

1. The teacher should—
   (a) Pronounce the word only once.
   (b) Never repeat a syllable.
   (c) Nor permit the pupil to repeat a syllable.
   (d) Require pupils to divide one syllable from another by a pause.
   (e) Give no undue emphasis on unaccented syllables.
   (f) Do not permit the pupil to try the second time on a word.
   (g) Explain new words.

III. RESULTS.

1. The correct spelling of words.

2. The correct pronunciation of words.

REMARKS.—In teaching spelling, the instructor should aim to give interest to the exercises by frequently varying the mode of recitation. But whatever course is pursued, the following directions should be strictly adhered to:

(a) That the word should be pronounced distinctly; just as it would be pronounced by a good reader or a good speaker.

(b) That the teacher should spell a word once only. As all beyond will be considered the same as a misspelled word.

(c) Nor permit the pupil to repeat a syllable.

(d) Require pupils to divide one syllable from another by a pause.

(e) Give no undue emphasis on unaccented syllables.

(f) Do not permit the pupil to try the second time on a word.

(g) Explain new words.

WRITTEN SPELLING.

I. DIRECTIONS.

1. Preparation for the lesson.
   (a) Pronounce the word accurately.
   (b) Use it in the construction of a sentence.
   (c) Define it.
   (d) Write a sentence containing it.
   (e) Material—Book, pen, and ink.

2. Require the pupils to write the word neatly as soon as pronounced.

3. At the close of the written exercise, the teacher should examine the pupils work, and keep a record of the results.

4. The teacher should examine the pupil's work, and keep a record of the results.

5. Begin all words with small letters, except proper names.

II. CAUTION.

1. The teacher should give all exercises in the correct order.

2. The direction number seven must be adhered to strictly; any violation will be counted the same as a misspelled word.

3. If words are found unchecked, they should be marked with a cipher.

4. Every word which the pupil will deduct one; every word checked with a cipher will deduct five; any correction whatever made in the column will deduct ten.

5. All blanks, letters or words erased, inserted, written over, or written incorrectly should be considered as errors.

6. The teacher should examine the pupil's work, and keep a record of the results.

7. Begin all words with small letters, except proper names.

8. The teacher should examine the pupil's work, and keep a record of the results.

9. All blanks, letters or words erased, inserted, written over, or written incorrectly should be considered as errors.

10. The teacher should examine the pupil's work, and keep a record of the results.

All business colleges alike? By no means. H. B. Bryant's Chicago Business College could accommodate the students of a dozen of the smaller kind.

Are all business colleges alike? By no means. H. B. Bryant's Chicago Business College could accommodate the students of a dozen of the smaller kind.
PRIMARY DEPARTMENT.

KINDERGARTEN GROWTH.

The last report of the U. S. Commissioner of Education gives the following exhibit of Kindergartens for 1878. The forthcoming report for 1879 will show a large increase, for the demand for this class of schools is extending rapidly.

The kindergartens number 159, with 376 instructors and 4,797 pupils. In New York are 26 kindergartens, with 70 teachers and 855 pupils. In Pennsylvania, 22 schools, with 46 teachers and 387 pupils; in Massachusetts, 18 schools, with 31 teachers and 356 pupils; in Missouri, 15 schools, with 60 teachers and 1,159 pupils.

The commissioner calls attention to the increased interest of mothers in the proper training of their young children, occasioned by the general discussion of Froebel's principles and methods, to the increased demand for kindergarten teachers, and to the important work accomplished by charity kindergartens.

These reach the children of the poor and destitute, who must otherwise suffer from injurious influences. Seventeen such schools are supported in Boston and vicinity.

Among the exercises employed in the child's first lessons in reading, for the purpose of giving him employment, and leading him to observe closely the form of words, printing upon the slate holds a prominent place, although it is less popular now than formerly. Printing is a difficult exercise. It wearies the child, and when he discovers that he cannot accurately reproduce his copy he becomes discouraged, and the exercises are distasteful to him.

Experience has shown that practice in making printed letters has no value as a means of making letter writing. The "pricking" or "perforating" exercises in use in kindergartens are intensely interesting to children, and can be used with decided advantage in connection with the first lessons in reading.

The question of kindergarten economy.

'This question of Kindergarten economy. The Commissioner calls attention to the increased interest of mothers in the proper training of their young children, occasioned by the general discussion of Froebel's principles and methods, to the increased demand for kindergarten teachers, and to the important work accomplished by charity kindergartens.'

..."-"-JOHN LOCKE

THE WASHING SONG.

[This cheery rhyme is taken from "Kitchen and Dining Room Work," a primer of domestic scenery for home and schools, by Mrs. Harriet J. Willard, published by George Sherwood & Co., Chicago.]

TUNE-O, Come to the Grove.

1. Refrain—How much we need to wash and clean,
   To wash and clean, to wash and clean,
   That not a spot or speck be seen;
   But all be sweet and pure.

   We wash, we rinse, and we dust and scrub;
   We stand at the sink, and we bend at the tub;
   And still, to the music of a rub-a-dub-dub,
   We keep on a-washing and washing.

2. Refrain—How much we need to wash and clean,
   To wash and clean, etc.

   The pots and the kettles, the tables and floor,
   The dishes and silver, each window and door,
   Ourselves, and our clothes, and a thousand things more,
   We keep on a-washing and washing.

3. Refrain—How much we need to wash and clean,
   To wash and clean, etc.

   So, day after day, and from morn till night,
   With skill and with care we constantly fight;
   To kill, and remove them forever from sight,
   We keep on a-washing and washing.

   How much we need to wash and clean,
   To wash and clean, to wash and clean,
   That not a spot or speck be seen;
   But all be sweet and pure.

A LITTLE FRENCH FOR A LITTLE GIRL.

"Early to bed, and early to rise,"
So, little girlie, come shut up your eyes.

"Messieurs, that's my eyes, will not shut up, mon pére,
Because the old sandman has not been round there."

Mon pére is my father, and this, conches-rous,
Just means, go to bed, as papa says.

A haut hurons, eight o'clock, should you linger, he'd say.

"Ma fille, that's my daughter, et vous faut aller."

You must go, so, my darling, come give me a kiss.

These French words embrace me, mean just about this.

So, little girlie, off you go with your mother, to-morn,
Who will carefully comb tes cheveux, that's your hair.

She will lovingly kiss you, and say, bon nuit,
Or good night, and in dream-land you quickly will be.
DECEMBER BOOK LIST.

BIOGRAPHY.
From Death into Life; or, Twenty Years of My Ministry. Rev. W. Haslam. 12 mo. $1.50.
D. Appleton & Co.
Ceremonial Mark. George M. Towle. 10 mo. $1. Roberts' Bros.
Goethe's Mother. Alfred S. Gibbons. 8 vo. $2.50. Dodd, Mead & Co.
EDUCATIONAL BOOKS.
The Organist. Alfred Ayres. 18 mo. $1. D. Appleton & Co.
Element of Astronomy. R. S. Ball. Ill. 16 mo. $2.25. D. Appleton & Co.

FICTION.
Sudden of All is Loving. L. M. Sale. 16mo. $1. Authors Publishing Co.
Beautien. 12mo. $1.25. J. B. Lippincott & Co.
Charity, Sweet Charity. Rose Porter. 12mo. $1.25. J. F. Randolph & Co.
Little Woman. S. M. Alcott. Ill. 3mo. $5. Roberts Bros.
The Tempter Behind. 12mo. $1.35. D. Lothrop & Co.
The Head of Modusa. Geo. Fleming. 12mo. $1.50. Roberts Bros.
As Thyself. Sue W. Hubbard. 12mo. $1.50. J. B. Lippincott & Co.
My Heart. Mrs. Forrester. Sm. 16mo. Pap. 75 cts. T. B. Peterson & Bros.

EDUCATIONAL BOOKS.
A Primer of French Literature, by George Saintsbury, is another of the useful little issues on the subject of different literatures brought to us in Harper's Half Hour. It passes rapidly over the ground touching the learning of the French authors and their works and giving a clear résumé, which is useful either as an introduction to the study of a more complete text-book or to refresh the memory that has grown forgetful of facts once acquired on the subject.

Ginn & Heath have brought out in their Annotated English Classics two more of Mr. Henry N. Hudson's edited plays of Shakespeare that have obtained deserved praise for their admirable annotations. A Winter's Tale and King John are the latest and have the additional merit of being notable productions of our younger schoolmasters. The latter contains an admirable paper "How to Use Shakespeare in School," which should be read by every teacher.

Outlines of English History, by Annie Wall, (G. I. Jones & Co.) is a series of lessons which rapidly sketches the principal events of the leading periods and of the reigns of two different kings. It is a practical manual and index and with a margin which leaves room for notes to be added by the student. The style is readable and so will be attractive to the ordinary words it would hardly seem possible to find so many that are often mispronounced, and which contain all that the ordinary student will need to learn to speak and write the English language well. The peculiar feature of the book is, that the rules of grammar are taught by practical application and not as abstract principles. The book is concise and clear throughout and well adapted for classroom teaching.

The Orthograph, by Alfred Ayres, is as daintily made as if it were a volume of poems and not the useful little manual of pronunciation that it proves to be. By simple devices, apparent at first sight, but which on the application of practice only enable the learner to find so many that are often mispronounced, but we may take Mr. Ayres' word that it is so, and may also take and use his handy little volume when disputed points in pronunciation do occur, for he has proved himself an authority, and the clearness and conciseness of his instructions are evidence of the correctness and skill of the examiner. (D. Appleton & Co.)

H. F. Harrington, Superintendent of Public Schools, New Bedford, Mass., has prepared a graded spelling book which has excellent models and the best of pronunciations, and is made on the principle that every word given out to be learned shall be presented in a connection with other words that give a clear idea of its meaning and also make thefacility of introducing from the beginning words in familiar use whose orthography is of first importance to the young learner. It has also been taken to make it interesting, and the reading exercises in which the words to be spelled are introduced often contain interesting lines and sentences of quotations that may be memorized with profit. Parts one and two are included in the present issue.
THE MAGAZINES.

The publishers of Harper's Magazine deserve credit for their uniring efforts to serve the public; their motto seems to be "Excelsior." If the January number is a forerunner of what is to follow through the year, the sixty-second volume will outrank its predecessors. It is profusely illustrated and its table of contents varied and interesting. Miss Woolson's story "Anne" promises to be one of the most remarkable in American fiction. Moncure D. Conway contributes his second paper on "The English Lakes and their Genti." "The Old New York Volunteer Fire Department," a bit of local history, is well worth preserving, is graphically described by G. W. Sheldon. Howard Pyle writes of "Old Time Life in a Quaker Town," and illustrates it with quaint old pictures. The opening chapters of Thomas Hardy's new serial, "A Laodicean," are given. F. H. Underwood has an interesting article on James Russell Lowell. The latter contributes two sonnets. Other poems by John Boyle O'Reilly, Julia C. R. Dorr, James T. Fields and Robert Herrick, besides abundant reading matter on a great variety of topics.

Lippincott looks very attractive in its new dress. Its contents are well calculated to entertain and instruct, and its illustrations are spirited and clever. The initial article gives a description of a "Roman Art School," "Gigia's," associated with the names of Fortuny and other noted artists, by Margaret Bertha Wright. A sketch of life in "New London, Conn.," past and present, is given by Charles Burrett. "Out-Door Life on the Rhine" is illustrated by scenes suggested by its title; and "Race in Brazil" gives an insight of the condition of affairs in that country arising from the mixed population. The opening chapters of a story, to run through three numbers, "Shiloh," are given. Louise Stetson's "The Nellie of their peculiar vein. There are several poems, the most notable one by Margaret V. Preston; and an able paper by John Foster Kirk on "Madame De Sade." "The Monthly Gossip" has four departments, "Public Topics," "Place aux Dames," "Anecdotal," and "Miscellaneous," and has a dozen lively papers by as many contributors. We congratulate the publishers on their new departure, and hope they will meet with the success they justly merit.

The most noticeable article in the Atlantic for January is "The Wives of the Poets," by Wm. M. Rossetti, the first of a series in which the moody question whether poets are suited for married life is to be discussed; in this number he begins with the Grecian poet Euripides, nearly five hundred years before the Christian era, and reaches with the French poet Alphonse de, nineteenth century. Mrs. Harriet W. Preston, in a "Symposium of Thirty Years Ago," contrasts Mr. W. H. Mallock's attitude in the Roman Church with that of Joseph de Chaillot, to the former's severe discomfiture. T. B. Aldrich has a characteristic sketch of an English man, "Gossips," which is exceedingly entertaining and witty. Mr. John Fiske replies to Dr. James P. "Sociology, and Hero Worship," Richard Grant White criticizes Sara Bernhardt, Elizabeth Stuart, in his "Opening Chapters of her new serial, "Friends," Henry James continues his "Portrait of a Lady," in which several new types of feminine character are being analyzed. "A Visit to Colorado," and in "Wedding in Germany," are both excellent articles, and there is a thoughtful paper entitled "A Look Ahead," by an anonymous writer who predicts success for the incoming Administration. Stedman, Whittier and Hancock here distribute poems, and a large space is devoted to book reviews.

Scribner for January is a finely illustrated number. Instead of the usual long serial, a series of brilliant novellies are to be published through the year. "Tiger Lily," which ends in this number, is to be followed by the story of "An American Girl in Englan," by Mrs. Burdett, to be finished in April. Cable, Boysen and Miss Osgood will contribute to this new feature. The final installment of the "Life of Jean Francois Millet," is given, with full page portrait of the artist from his own pencil. "The Bible Society and the New Revision," is from the pen of Dr. G. S. Robinson, and gives the record of the American Bible Society for this work for the past thirty years. This will be followed by "How the New Testament Has Come Down to Us," by Prof. Fisher of Yale College. "The London Theatre" is an interesting article, with illustrations of several noted actors. Mrs. W. Oakey gives "Recollections of American Society," early in the present century, with sketches of notabilities of that period. Five chapters of "Peter, the Great," are given, and include a biographical sketch of Charles XII of Sweden. The illustrations are of a very high order; there is also an illustrated Christmas Hymn. Wirt Stiles writes entertainingly of "Welsh Fairy," and Athol Mayhew of the "Ghysia in Albania." The customary amount of stories, poems, book reviews, "Topics of the Times," etc., will be found in this number.

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