The Educational Weekly.

EIGHT DISTINCT EDITIONS.

WEEKLY EDITION, $2.00 PER YEAR (40 NUMBERS)


One Monthly Edition for general circulation, Fifty Cents per Year.

S. R. WINCHELL, [EDITORS.] JEREMIAH MAHONY.
ASSOCIATE EDITORS:
O. V. TOUSLEY, Minnesota. S. S. ROCKWOOD, Wisconsin.

S. R. WINCHELL & CO., Publishers, ASHLAND BLOCK, CHICAGO, ILL.

THE WEEKLY.

The State Superintendent of Wisconsin, in a paper read before the recent winter meeting, says that county superintendents ought to be graduates of normal schools, colleges, or the University, or hold state certificates, and we further suggest that there should be authority somewhere to send a competent man from any county in the state into any other county to superintend its schools, for otherwise the properly qualified man might not always be available in every county. But this would require the total revolution of the present system, which might not be safely accomplished at the present time. It would endanger the whole system of county supervision, and any return to township supervision would be disastrous beyond measure.

The Superintendent also said the optional character of the law for the township system ought to be changed to one of compulsion. If this can be done and then the law vigorously enforced, afterwards we may look for the days of more effectual supervision. The fact is there is need in Wisconsin of a State Board of Education with the ability and the authority to control public education in the state. No legislature will ever trust in the hands of one man the needed authority. No one man is able to do what is needed to be done. The State Superintendent is an accident. A board could be a continuity and have a policy with a certainty of time for it to bring forth fruit. You may labor and wait for a common school resurrection and perfection, but they will never come so long as the present autocracy of the district board remains. The price of progress here is centralization. What the people can't do for themselves they must give into the hands of their best men to be done for them. The economic element now asserts itself. The demand is for a maximum article at a minimum cost. It is just. We are all strong for it. To obtain "club-rates" you must combine, however, and that means centralize, and that means the loss of separate powers, but the gain would be more than many equivalents.

With a State Board of Education, a body of de-localized county superintendents, and the township system, there would come an educational revival such as we have never yet seen.

R.

The Monroe (Wis.) Sentinel, in a recent number, says the following about refractory pupils:

The business of the teacher, after all, is teaching, not punishing. No teacher will resort to corporal punishment unless it seems absolutely necessary. But then, let us meet the facts squarely. Nothing is made by going around them.

A boy is disorderly and disobedient in school. He cannot be governed by mild measures. He is reported to his parents, and they cannot control him. Too frequently they uphold him in the wrong. Finally he is expelled. The state takes hold of him, and sends him to Waukesha. There it is business. A strong arm has hold of him, and he must obey. A good whipping in the Reform School brings him out all right. Might not a good whipping in the public school do the same?

We are opposed to corporal punishment; it is the last resort; but, at times, something must be done. What shall it be? We believe that teachers and parents, working together, in good faith, can control the most refractory.

As to the general point made in the above, it is good enough. We agree fully. But a wrong impression is made as to the ease and completeness of reformation at the Industrial School.Whipping at the Reform School would be of comparatively little use without the eteletas of constant surveillance, constant regularity of labor, study, play, and sleep, and the constant sense of unyielding force that surrounds a boy from the very first. When a boy becomes incorrigibly bad in the public schools he is a proper candidate for an apprenticeship. Let him be put to some sort of manual labor. The plan of forcing knowledge down a boy is bad enough in general, and execrable in the particular case of whipping it into him. It is the unexpected and exceptional in the treatment of a bad boy that is usually most salutary.

The thing he expects, he holds in contempt, whether pain or pleasure. The teacher whose orbit and occultations he cannot calculate is his master and he yields. If you whip him when he expects to be pardoned, to do him any good you must pardon him when he expects to be whipped. If you can reach him at all it is through the avenues he leaves unpicketed.

R.

MAP DRAWING.

In map-drawing many systems have been broached during the past few years and displayed with great ostentation in the geographies. Some of these have been semi-scientific and some fanciful if not fantastic and ludicrous, such as the associating of the outlines of certain natural divisions with the forms of some animals or plants, which attempt has resulted in the distorting of the contour of the natural features to meet the requirements of the case or the map-makers ingenious but disordered fancy.

As a matter of fact and use there is but one system of map-drawing, that by points of latitude and longitude. In applying this method on a small scale the difference in the length of a degree of longitude in different latitudes cuts no figure, but on a larger scale it is of considerable importance to bear in mind the relation between latitude and longitude at different parts of the globe. The following ratio is approximately correct and in
laying out the frame of the map in Meridian and parallel, and determining the convergence of the former will be sufficiently accurate for the purposes of the common school.

From the equator to 20°, no difference; from 20° to 60°, increasing; from 60° to 90° longitude, 1/4 of the latitude; from 90° to 100°, 1/5; at 100°, 1/6; at 105°, 1/7; at 120°, 1/8; at 135°, 1/9; at 150°, 1/10; at 165°, 1/11; at 180°, 1/12.

It will be observed that the above fractions are easily associated in the memory. From 4 to 5, by taking one from each term, 1/4 is made; from 5 to 6, and from 6 to 7, 1/6 is made in the same manner; and finally 1/6 from 7 leaves 1/7, the ratio at 70°, and 1/7 of that, or 1/8, is the ratio at 80°.

In drawing maps by this system the prominent points should be fixed mathematically and the outline drawn from memory. Map-drawing by copying from an atlas is not an exercise of much value.

MORALITY, NOT RELIGION, IN THE PUB-
LIC SCHOOLS.

DAVID SWING and the Advance have been scolding our public schools because they do not make a greater specialty of the teaching of morality. The same charge coming from Mr. L. rimer, who has since been accused of plagiarism, was fully answered in the Weekly nearly a year ago. But granting that the charge is well-founded, which we do not grant, what then? These same gentlemen who accuse the public schools of failing to perform their full duty in inculcating lessons of morality would claim that morality can not be successfully taught without the vitalizing principles of religion as the soul and the authority of the moral precepts. But if religion is taught, what or which religion shall it be? "Mine," says Joseph Cook; "Mine," says Father Scully; indeed, to incorporate religion into the course the schools would have to be turned over to the clergy, which is not practicable in this country, although it is bunglingly done in Great Britain.

The fact is that all instruction and discipline well rendered and applied is ethical, and being ethical is moral, and being moral is religious to all intents and purposes. Beyond this incidental but inevitable ethical accomplishment, the instruction in our schools should be purely secular. In this as in all other lines of business a tacit and appropriate division of labor has taken place in this country; the parents are expected to attend to the bodily needs of the child, the teacher to those of his mind, and the clergyman and Sabbath-school teacher to those of his soul. If the last mentioned parties neglect their duty or essay to shift it on the shoulders of the teacher, it may be the pupil's misfortune but it is not the teacher's fault.

FOSSIL FEELING.

At a late meeting of the New York Produce Exchange the members tore down the notices providing for the introduction into future use of the cental, and showed other emphatic and undisguised signs of rebellion against the innovation. This action resulted in a postponement of the use of the cental and the reference of the matter to an appropriate committee. What the final action on the project will be cannot now be safely predicted.

This conduct is not all the outgrowth of old-fogyism; nor is it a perverse determination to resist improvement, in which the parties objecting to the change are active impugners of the known truth. This opposition involves a recognized principle of education rooted in the nature of the mind. These men, though buying and selling by the cental can think and speculate only in bushels, and when the operation in cents is consummated the quantity must be translated into bushels before it has any clean-cut meaning to their minds.

Certain habits of thought wear channels in the brain that cannot be smoothed over without great pain and much effort and time in subsequent years. And the men objecting to the use of the cental are no more to blame for their conservatism than are for the skating parks on their heads, the whiteness of their hair, or the furrows on their brows.

Upon this principle religious, political, and national zeal and prejudice may be accounted for. To get out of the ruts of a well-instilled creed is one of the most painful 'operations of nature, and indeed an impossibility except in case of constant reading, thinking, and collision with minds of differing or opposing views. A convert is usually despised by the camp which he deserts and applauded by the party stripe of belief he assumes. Instead of this he should be pitted by both, for his state of mind is the result of a degree of harrowing, rolling, and crossplowing, the pain of whose accomplishment is but faintly suggested in the agricultural figure.

The deeply rooted nature of this conservatism may be appreciated by considering how tenaciously we have clung to the terms shilling and penny, notwithstanding that we have had nothing of the kind in this country for nearly a hundred years. And in Europe the adherence to old methods is even more ingrained than in this country. In the native country of the Metric system it had to be forced into common use by means of fines and penalties, which our national constitution could never enforce, even if the much-dreaded Caesarism were to become a fixed political fact. In England the use of a new method is like the unwinding of old bands of steel. Even so simple and evidently useful a device as the bell-rope upon a train has been resisted with the determination that would oppose an addition of one to the thirty-nine articles.

Nothing in the world shows the importance of the teaching profession more pointedly than the principle we are discussing. Nothing, or at least, not much, can be done with the old - folks, but with the children everything. The Metric system will make but little popular progress, until the older systems of weights and measures are expunged from the school text-books and the metric units enforced by legislative authority. Even then it is difficult to determine how the use of our present linear measure, upon which are founded all the government surveys, could be conveniently dispensed with. When an old mode of operating is done away with, the trouble is more subjective than objective. The people of England, after the introduction of the Gregorian New Style, for a generation wailed, "Oh give us back our eleven days!" and the people of Ireland now keep a certain fashion, Christmas O.S., or, as they call it, "Little Christmas." When a new custom is introduced, the bulk of popular knowledge on that particular subject is wiped out of existence. If the result was merely an intellectual blank, the case would not be so bad, but the worst is that it does violence to the association of ideas, roughly shakes up the affections, and rattles the roots of the heart.

Very little is done by the rules of reason even in the highest state of civilization; feeling and habit are the great human motors. People will cling to a name after the character of the thing to which it applies has completely changed or gone out of existence. But even the fossil has its use in the economy of material nature, and the fossil in feeling, if of no other value, connects the present with the past, as the twilight of the temperate zones breaks the abruptness of the bursting day and tempers the gloom of the ebbing night.
BUSINESS COLLEGES—THEIR USES AND ABUSES.

PRES. THOS. J. BRYANT, S. Joseph, Mo.

BUSINESS Colleges, like Law schools, sprang from a long felt and general necessity for special abilities, demanded by the increasing intricacies of commerce and the general intelligence of mankind. They cannot supply the place of primary, classical, or other professional institutions, nor have all other schools supplied the place of true Business colleges, or made them less necessary, except in preparing pupils therefor. Experience has fully demonstrated that the limited course of penmanship and book-keeping is at first introduced, to prepare boys for an apprenticeship in the counting house, and as still used in the business departments of literary institutions and some so-called business colleges, is superficial and defective even where it does not mislead the pupil to his permanent injury. Their teachers generally are much like the dancing-master who was mason, carpenter, smith, doctor, and lawyer, and did not object to reading sermons on Sunday, provided he got boarding free and the members of the church would duly patronize his school.

The science of accounts is so intimately connected with commercial law and is continually dependent upon the sciences and departments of business for its reasons and explanations, that it cannot be successfully taught as an insulated theory, nor in connection with such speculations as disconnect the reasonings and illustrations that are essential to the due attainment of all practical branches.

In this course the most comprehensive and practical teacher finds continual use for such facts and illustrations as will awaken the reasoning powers of pupils and remove their uncertainties by showing the connections and applications of facts as they arise. In no department of education can this be more readily or certainly done by lectures and recitations, than in the business course, where books, courts, and business houses are continually furnishing problems for solution.

If any faculty had the abilities to teach all of the sciences and professions (as attempted by some) and should its pupils faithfully attempt to master the entire course, the most faithful among them would become only pedantic inefficient.

Were we all perfect beings, the Bible and all other laws would be useless, and there could be no need of any science, but we are so far from it that no man has ever become complete master of any branch, and no faculty has ever shown superior efficiency in all of the sciences. The business man who would now advise the young and inexperienced to engage in commerce, without a thorough, practical study of the branches pertaining thereto, is the brother of the lawyer who would advise the young disciple of Kent and Blackstone to cast them aside and lose no time in preparatory studies or attending lectures, but to open an office at once and study the Statute as the only essential.

It is true that some eminent jurists never attended lectures on law or any other science, if it is not too true that they did not know the parts of speech in the English language, and it is probably true that some of them spent little time in what is known as preparation for admission to the bar; which has been the end of many brilliant anticipations, and the burial of many embryo Taney's, Marshalls, and Mansfields. When these men whom we love to honor as jurists were young and preparing for the bar with the best lights within their reach, the utility of a special course of lectures on their chosen profession was so little known, and so few had duly used such advantages, that there were few occasions for estimating their value; but as time passed and they came in contact and measured abilities with such as duly used these advantages, and found them not only able to comprehend the old laws with marked facility, but also able to thoroughly sift the principles of the new ones, they discovered the defects of their own former course and saw many of their companions sink into hopeless lethargy and obscurity. Those who had the ability and energy to duly meet the crisis were like brave men repairing the breaches of a fort that was continually assailed, and was the only protection for themselves and their families. Success cannot be attributed to defects nor to the dangers that surrounded them, but to many efforts which were superior thereto. Had such men been able to assume the aggressive with the facilities within the reach of the rising generation, we might have had at least an American Blackstone instead of but one Webster and one Kent. It is also true that but few of the eminent merchants and financiers of the past were thorough accountants, if they had any general knowledge of business not derived from their own practical experience in which they witnessed the ruin of at least forty-nine fifths of all the traders, merchants, and financiers with whom they were acquainted. Notwithstanding the fact that they were better informed in the general principles of business than were their competitors, they were forced to spend the better part of their lives in learning to get started.

Although the foundation of Girard's fortune was the $30,000 accidentally lost on his ship, for which no claimant appeared, and that of Astor's was made in the fur trade with the Indians, each of them, like Longworth, had reached his thirtieth birthday before he was able to save $1,000.

When these men had reached positions that required special abilities in which they were deficient, because not trained therein, they had acquired that practical and comprehensive knowledge of human nature and of the abilities necessary, which enabled them to make exactly the right selections, for assistants, and seldom had occasion for changing.

Had the experience of Washington, Franklin, Adams, Astor, Girard, Stewart, Vanderbilt, and other eminent business men, made them enemies of education or even the lukewarm friends of technical schools, we might possibly hope to learn wisdom from the accidents of the uneducated, and the special meditations that have occasionally led to fortunate results. There are reasons why many graduates of business colleges are little worthy of positions that require ability. 1. As in every new calling or recent discovery, many who are conducting such institutions or are the chief teachers therein (for the supposed honor of the assumed name of professor) are so very deficient in every department of literature that though able to execute a few flourishes that astonish the uninitiated, they would gladly accept third-class certificates for a country school, and are unable to comprehend the connections of the most simple facts of what they regard as an insulated specialty. And as they have had no experience in any business that requires ability, and could not obtain such employment on any terms, they are often too conceited and too indolent to learn. When it is a well known and indisputable fact that there is no other science in which the actual practical experience of the teacher is so very essential to the pupil, we might wonder how one can teach the science of accounts who never closed a complicated set of books and knows nothing of Blackstone, Kent, Parson, or the laws of evidence, without which no accountant can know the value of his records. 2. The pupils of business
colleges often bear a good comparison with many who have graduated at the best classical, law, and medical colleges and have their sheep-skins in their hands but can never get the wool out of their heads. A very large part of those who have attended business colleges had been marked failures in all their former efforts, and witnessing the easy success of others they thus sought easy places at high wages regardless of their natural abilities or acquirements and habits. But it is well known that the business course has placed many such on the high road to success.

ORAL INSTRUCTION.

SARAH C. STERLING, Three Rivers, Mich.

Much is being said upon the subject of Oral Instruction in our schools. That it has many objections, we do not pretend to deny, but we believe that it has some excellencies, and in the hands of a skillful teacher, may be made, in the school-room, a medium of great success, delight, and profit. Our objectionists say that it not successful in our common schools. We grant this. We know it to be true, though with much regret do we admit the fact. But why? We can answer in a few words—because of unskilled and unskillful teachers. The many instructors of our little children scarce know the meaning of the term “oral instruction.” Only a short time since, we inquired of a primary teacher if she taught arithmetic orally. Her look of wonderment, and the objective reply, “I do not know,” were, to us, a complete index of her intelligence upon the subject.

Of adequate and thoroughly professional preparation for the work, there is a special lack among the greater portion of our common teachers. Few of these are graduates of normal schools, or even of any school where attention is given to methods of teaching. Were they placed in the school-room without the immortal text-book from which to hammer out question and answer, the teaching of the Chinese language would be to them a far easier task.

It is expected at the present age of civilization that every girl will teach! Her education is not considered finished until she has spent several months in stultifying the minds of some hundreds of children for which she is little aware that at God’s throne they will call her answer. If she wish a little spending money, it is a highly respectable employment. Said a young lady to us a short time since, “I want to buy me a few things this summer which father thinks too expensive, so I am going to teach the school in our district. The director is a friend of Papa’s, and the inspector is my first cousin on my mother’s side, so I feel quite confident that both school and certificate will be at my disposal.” To such aspirants as these, all other avenues of labor are closed. Why? For lack of special preparation. Upon what other employment can these girls enter, having given no time, thought, or study to the work? The professional man spends years and a fortune, in severe application, before he is fitted to undertake his life work, but our sixteen-year-old girls can teach school without thought or care as to their skill or ability. Even the dressmaker and the milliner, must spend a term of six months or a year before our ladies will trust their subterfuges in the shape of clothing in their hands. But the dear little children! No matter—any one can teach school, and they cross the worn steps and place their foot upon the teacher’s pedestal as ignorant of pedagogy as Arabs upon the bounding desert, or a wandering sheik. Methods of teaching are to them an unknown science, and its simplest truths would arouse in their minds only ridicule and contempt.

We might give many reasons for this ignorance upon the part of our teachers. We doubt if they alone are in fault, but we will only fortify ourselves by the remark that it is a well-known fact that the New York Ledger will receive from them a larger patronage than any well edited literary or educational journal. An editor recently informed us that his paper was not patronized by the general class of teachers—it being of too high a tone—above their comprehension. Under such auspices, can it be expected that so difficult a subject as oral instruction will succeed? It is one that requires much study, much care and thought. A thorough course of training only can make a teacher skillful in its practice. Even many of our normal school graduates hesitate to attempt its “role,” and confine themselves purely to text-book answers and remarks.

A perfection of skill in this subject can only be attained by thorough and earnest practice in training schools and classes. Maxim and precept alone will not insure the desired result. Lectures upon teaching, talks upon methods, professional chairs, etc., may greatly aid in securing their object, but it is the practice only, under the eye of criticism, and critic teachers, that will make successful “oral teaching.”

We have a few, and but a few, we regret to say, good training schools in our land, which carry out their principles effectively. But the public appreciation of their work is so small, and so little understood is its benefits to our school system, that but small effort is made in their direction, and our best teachers feel that their work is scarcely appreciated, and never perfectly understood by the public.

IOWA TEACHERS’ INSTITUTES.

After much careful thought I propose the following as a remedy: Let there be prepared a graded course of instruction, running through three years on the basis of a three weeks’ session. Each institute could then be divided into three sections; those doing the first year’s work, those doing the second year’s work, and those doing the third year’s work. Let those who have taken the first year’s work be carefully examined on it at its close by a board of examiners consisting of the county superintendent, the conductor of the institute, and a third person appointed by the state superintendent. In case the applicant obtains an average of 80 per cent or more on this grade, let him receive a certificate to that effect, which certificate should admit him to the second year’s work in any county in the state. At the close of the second year’s work let him be examined on this as on the first, and in case his examination is satisfactory let him again receive a certificate admitting him to the third year’s work in any county in the state. This third year’s work should complete the common school studies, including a thorough course in didactics, and when applicants have completed it and sustained a satisfactory examination as in the former years let them be granted professional certificates which shall be honored in all parts of the state; the county superintendents merely indorsing them when teachers move from one county to another. These certificates should be permanent, as are the diplomas of doctors and lawyers.

There might with propriety be a fourth year’s work in some of the more populous counties, giving instruction in a few of the higher branches, to which those who have passed the other grades might be admitted. In starting such a graded course the teachers would have to be classified the first year in accordance with
THE THREE-FOLD DEVELOPMENT.

III.—THE PHYSICAL SIDE.

SARAH E. WILSE, Boston, Mass.

Is there no danger of the child becoming unevenly developed by this system which so wisely trains the moral and intellectual faculties of the child? By no means; for the physical plays have been as wisely selected as the mental ones, and there are games played in time to music that develop every sense and muscle. Arms, legs, and fingers, lungs, lips, and tongue are systematically brought into exercise. There are charming games to which the children keep time with light steps and merry voices, while memory, the sense of hearing, smelling, tasting, or feeling, as the case may be, is developed.

One game will serve to illustrate others:

The children form a circle within which stands a child blindfolded; all march around singing:

"Let us pace around in singing
Till we hear him tap his stick,
When he knocks don't keep him waiting;
Sing your answer soft and quick!"

A child now leaves the circle and stands behind the blindfolded one who sings:

"Sing the ditty I am singing
And I'll try to guess your name,
If I fail, your merry laughter
Will not harm nor spoil the game."

The other child responds by singing the tune with no words but la, la, la, and from the voice the blind-folded one guesses which playmate came from the circle. A failure to guess rightly among twenty children is quite unusual, and if any one doubts that it comes from the training of the ear, try it yourself with a party of friends and find how many voices you know without the aid of your eyes.

To drop theories and answer the often repeated question: "How does the kindergarten training affect the child's school life?" the writer must speak from experience and beg pardon for using the objectionable "I."

After taking the Normal Course of Kindergarten Training, to satisfy myself of the child's need of like training I taught my first primary school. The children entered at five years of age, although the most of them were six years, many seven and some even nine years old. They held crayons, pencils, and erasers in a clumsy manner, constantly dropping them. Placing the picture of a box and the word box upon the board, and giving them each one, I received a correct answer; they were then told that the picture and word meant the same thing, and they were then given a book in which to find other pictures of the same kind, then they were asked to find the word picture, and as many pointed to boy and fox as to box, these words being alike untrained eyes. Few of them knew how to count three things correctly, although most of them could chatter one, two, three, five, six, eight; here was a new difficulty, but with beans and marbles they learned in ten months that one meant one thing. Like all primary departments this one was overcrowded, there being but one teacher for sixty of these totally untrained children. Individual aid was almost impossible, yet every child needed to be helped to the right use of its hands and eyes.

The next year it was my privilege to teach a class of children of six years of age to read, those children having had just six months of the kindergarten training. A simple lesson carefully punctuated was placed on the board, and the children asked to tell all they could about it. Of course they knew those words, and they exclaimed at once that they saw little letters and big letters, lines from up to down and lines from right to left, curved lines and little rings, and so many, many dots, some dots having tails, and indeed I never before realized the variety of forms shown upon a printed page. I was asked the use of the little marks which I said were not letters, and why a little "o" should be in one place and a big "O" in another, besides other questions arising from a habit of investigation and analysis acquired by the use of the blocks, planer, staffs, and rings of the kindergarten. Those children had also become adept with their fingers and used pencils and crayons skillfully. Their perceptions had been quickened, and as a consequence they grasped a form and its meaning at once, and in three months read from Shorey's Monthly Reader, giving correct inflections from the first, for had they not asked at once about the meaning of all those little marks that were not letters? and having myself composed their first lesson I had gradually brought into use most of the punctuation marks used in children's books, being asked with every unfamiliar one, "What is that?" and "What is it for?"

They were equally ready in numbers, having been trained in adding and subtracting and dividing their blocks, and took great delight in learning to make pictures of numbers.

One of these children, after nine months in the kindergarten, with an hour a day for reading and arithmetic during the last three of the nine months, entered the public school, and in a month thereafter wrote me a letter which was perfectly legible and properly spelled and punctuated. Her parents and present teacher would undoubtedly say that her nine months in kindergarten was better for her brain than two years of the usual course of study in a primary department.
THE SCHOOL-ROOM.

WHAT SHALL WE TEACH?

This is the question that seems to bother some of the pedagogues at present. At least so I infer from the articles I read in some of the educational journals. To appreciate my position you must know that I am Principal of the Blanktown graded schools, and one of the class that believe in “teaching made easy.” I take a number of educational journals; they do not cost much, and they make a good appearance, piled up on the teacher’s desk, and always attract the eye of the member of the board, when he comes around to visit the school. But one day I happened to take up one of these journals, and my eye fell on an article on reading, and I almost read it through. I soon became possessed of the writer’s idea of teaching reading, and it was not a bad idea either; he did not believe in teaching reading at all. He would just let the pupil take some nice little story, and read it for an hour or two every day. Now this suited me best; it was not a bad idea either; so easy, you know; no more bother over pronunciation and articulation and emphasis and accentuation, and other monstrosities of the kind.

I made up my mind to read the educational journals more regularly hereafter, and tood up another. I opened it at physiology and anatomy. The writer was decided in favor of teaching children the names of bones and muscles? Better teach them how to use them. Instead of teaching a boy that some muscles are voluntary and some involuntary, and some striated, and some something else (I forget what he did call them), better put up a turning-pole and ropes and rings, and teach him to develop his muscle (I made a note of all these, and added boxed gloves on my own responsibility). He continued, “Instead of teaching girls about incisors and canines, and cusps and molars, teach them to quit biting threads and pins and hazelnuts. Instead of teaching boys about saliva and bile and pepsin, tell them to quit chewing tobacco. What difference did it make whether astragulus meant a die or a checkerboard, and ethmoid a sieve or a frying-pan?” I agreed with him, and concluded that hereafter, instead of telling the boys about pores and sebaceous glands, I would tell them to go down to the river and go in swimming.

I was becoming very much interested in these journals, and concluded to try another, and see if I had been doing any more unnecessary work, and sure enough our system of spelling was a “relic of barbarism.” Good! What a saving of work in correcting compositions. Word analysis, too, was a humbug. I was glad to know it, for I never could keep those “i’s and e’s,” and “a’s quite straight.

Next, parsing and analysis were abused in good style, as they ought to be. But the best article I found was on arithmetic. First, “the books were to blame for containing so much nonsense;” and next, “the teachers were to blame for not having the courage to skip it.” The first fault was with the definitions, “everybody knows what a number is, so what is the use of defining it?” Next: “What is the practical use of knowing whether a number is abstract or concrete?” I observed that the word practical occurred quite often. I liked that, and read the whole article through. I was pleased that the L. C. M. and G. C. D. of fractions were all nonsense; that compound numbers were a nuisance; that a large part of the work called decimals was useless; that compound interest was not only contrary to sense, but contrary to law; that circulating decimals and duodecimals, alligation and equation of payments, and several other little tricks were nothing but mathematical curiosities.

Having made a note of all these things, I requested the president to call a meeting of the board. He did so, and I read them a paper made up chiefly of extracts from the leading educational journals of the country; I added a few embellishments of my own, and dwelling with emphasis on the fact that these articles were written by the live educators of the land, requested that our course of study be altered accordingly. I pointed out some of the advantages, and even made a computation to show them that by making reasonable allowance for deaths, marriages, and other unforeseen calamities, we could turn out next year a graduating class of something like one hundred, or ninety-five at the least calculation.

Col. Watson is president of the board. He is a banker. He made a very nice little speech, and said he fully approved the recommendations of the professor, all except the compound interest part; but he thought we would better retain that; he considered it of very practical use.

The next speaker was the Rev. James Barnes. He was decidedly in favor of striking out of the course a large part of the mathematics. He considered the time thus spent was worse than wasted. The mathematician believed nothing unless he could prove it by an absolute demonstration. “Fill up your course with mathematics,” said he, “and you will fill up the land with skeptics. Besides, what practical benefit could be derived from it any way? He had studied cube root twenty years ago, and had never found any practical application of it yet. He would prefer that the time spent on these impracticable topics be devoted to music, aesthetic culture, and moral philosophy.”

The next speaker was Dr. Rathbone. He thought perhaps the mathematics and reading and grammar were somewhat overdone; but on the subject of anatomy and physiology he begged to say a word or two. He did not claim to know much about compound interest, but he did claim to know something about a compound fracture. Realizing something of the importance of a practical education, he had taken some pains to ascertain to what extent this sublime science was taught in our schools. He had asked a bright lad of fourteen the other day if the gastric juice were an acid or an alkali? And the poor child actually couldn’t tell. And he doubted very much if more than one-half of our scholars, if the bones of the human skeleton were placed before them promiscuously, could arrange them in regular order, without recourse to their books. Therefore, he should object to any curtailment as far as anatomy and physiology were concerned.”

Mr. Simonds spoke next; he is the editor of our paper. He said if the gentlemen of the board and the professor would come over to his office and examine some of the manuscripts there, he thought they would allow the spelling and grammar to be overdone a little.

Judge Connelly next took the floor. He said this matter had been pretty thoroughly discussed, but he believed he would say a few words, at least. He was glad that the gentlemen were all in favor of practical education; so was he; but the difficult question with him had always been, what is practical? He confessed he didn’t know, or rather, he didn’t know what was not practical. He had studied most of those topics that had been spoken of as useless; and to-day, at sixty years of age, he did not feel as if that time had been wasted. He had been taught when a boy
that the world turned around; he couldn't say that he had ever had occasion to use this knowledge in a so-called practical way; yet he thought he should teach it to his children, notwithstanding. It might be asked what practical difference it makes whether America was discovered by Columbus or some one else. He couldn't tell, still he was glad to know the truth; and so of a thousand other things he might name. "In fact, gentlemen," said he, "in our desire to become practical, I fear we sometimes overlook the objects of education, and consider only that practical which leads to wealth, or conduces to health. Wealth and health are things to be desired, but separated from a mind well stored with information, and well disciplined by study, they lose half their charms." He had spent much time over the spelling-book and grammar, and he had never found it a detriment to him in preparing a brief or pleading the cause of an innocent man. He was not aware that his knowledge of the nice distinction between ninety-ninths and hundredths had ever made it more difficult for him to balance the delicate scales of justice. He couldn't believe that his knowledge of the higher mathematics had ever lessened his reverence for that Great Being who had constructed the universe with such mathematical precision. And whatever might be his views of race and family, when a choice of words was offered him, he preferred to take one of respectable parentage, and hence he favored the study of words-analysis; and, therefore, he suggested that our course of study remain just as it is, for the present, at least.

Of course this neat little speech of the old-fashioned judge knocked our efforts at reform into a corn-shaped covering for the head (I guess those words all come of respectable parentage), as far as the board was concerned; but as I told you at the commencement, I believe in "teaching made easy," and I concluded that I wouldn't make any more skeptics than I was obliged to, by teaching too much mathematics. And now, perhaps you would like to know how I manage it. I'll tell you; there is no patent on it.

The first practical step I took was to provide myself with an easy chair. So every morning I go up to the school-room and take my seat, and having once taken it I generally keep it. Of course I call on the classes to recite, but my recitations are short, for I only ask the practical questions, and leave the scholars to learn the rest out of their books.

Sometimes a scholar comes to me to show him how to solve some useless problem, or translate some bothersome line. I tell him it will be of no practical use for me to do his work, so I just start the problem for him, and start him for his seat.

I rarely ever complain of being overworked; I have some friends who do that for me, so I receive a good deal of sympathy. I bear it all like a martyr.

Now, if any of you find your schools getting too top-heavy, just try my remedy. You'll find it effectual.—The Teacher.

**PRACTICAL SUGGESTIONS.**

Supt. Gove, of Denver, Colorado, placed a Hand-Book of the Public Schools in the hands of his teachers a year ago last fall, and requested its return to him at the end of the year, with notes and comments by the teachers, on blank pages provided for the purpose in the volume. At the end of the year the books were returned, though only a few contained the suggestions asked for. A new volume was prepared, containing quotations from the note books of the previous year. Many of these notes are so suggestive and helpful that we take the liberty of giving them a wider circulation.

**CORPORAL PUNISHMENT.**—"I think it to be good sometimes; when one can be sure of having the co-operation of the parents, but I am led to believe that I shall never be able to know when I have that assistance. I have on several occasions been earnestly asked by parents to apply the rod to their boy, they seeming to think that his reform depended upon personal chastisement by me. In two of the cases I yielded and whipped the boys, each sixteen years old. They were truant the following two days. The parents seriously thought it better to remove them from school. I sent a note to the father of one, reminding him of his request to me, and calling his attention to the poor support he was giving the teacher. The sequel seemed to indicate a loss of confidence in the teacher."

"Corporal punishment is a delicate and serious measure in school management, and would better, in most cases, be relegated to the home."

"I should be very glad to see the foot rests taken out of the desks in my room. They make excellent scrapers, but seem to me to be an injury to pupils in the matter of good posture."

"Use the first five minutes of a recitation for review."

"I have practiced during the past year giving the pupils their monthly report cards in the order of the pupil's rank in scholarship, with a few words of comment. The effect has been to stimulate most of the class to make an effort to improve."

"In third grade arithmetic I think fifteen minutes recitation in quick mental work apart from the usual recitations would give the pupil a clearer insight in the solving of practical, everyday problems."

**MAP-DRAWING.**—"I found this very difficult to teach in the beginning of the year; but as I understood that they could not do it. This was indeed true. However, I insisted on having something which we might call a map from each pupil, each time the task was assigned, and by encouraging each one both by words and increasing their standing, in Geography for the day, by what I considered the effort at map drawing worth, I succeeded by the end of the term in getting moderately good maps from each, and very good from a few."

"I wonder if correct spelling of all words used in the seventh grade implies all geographical names. It would take some of my scholars seven years to learn them all."

"Received the following note to-day. Teacher:—I am so glad to see how Mary is improving. I would say to you, please give her at much attention as you can and I will pay you extra, as she is an orphan, and will have to make her own living. Many thanks for your kindness."

"P. S. — If you know of any person needs hair done up in any way, please send them to me, as I make extra and make up combings very cheap."

"I would not place the text-book in Grammar in the hands of fourth-grade pupils. The teaching can be better done without books,"

"Carelessness should never pass unnoticed."

"Never correct a child in anger. Never deprive a child of anything without returning it. Never break a promise. Never overlook a fault. In all things set before the child an example worthy of imitation."

"Too many words in the First Reader for the amount of reading. To familiarize the pupil with the number of given words in one lesson, requires at least five times the amount of reading matter. The extra reading lessons must be printed upon the board, which is no easy task. To do the work in reading in this grade, there is not time for the pupil to use the words as they occur in the lesson."

"Never pronounce a spelling lesson to a primary class in the order in which they have learned it."

"Certainty of punishment is more effectual than severity."

"Children must have incentives that are not remote."

"Time spent in making your school happy is never thrown away."

"The manual says that the pupil should be taught to sketch all the maps in the primary geography from memory. This is too much for the average fourth-grade pupil. I think it better to teach the sketching of each of the United States well, than to do all poorly. If the pupils have been carefully drilled in the sketching of the maps of the United States, they are nicely prepared for the fifth grade work in geography."

"An enthusiastic teacher can rouse a lethargic class or room in a few moments, and a great exertion to overcome personal language for a little while can make the whole day a success in lessons."

(Continued on page 16.)
THE STATES.

OHIO.—The State College Association met Monday, Tuesday, and Wednesday, Dec. 29, 30, 31, in the city of Columbus. The program included addresses by Presidents Otorn, of the State University, Hindale, of Hiram College, Schuyler, of Baldwin University, and Moore, of the Wesleyan Female College, Cincinnati—the latter two respectively upon "The Empirical and Rational Elements of Philosophy," and "Higher Female Education." Prof. Andrews, of Marietta College, author of the well-known "Manual of the Constitution," had the topic, "What Knowledge of the Constitution and Laws of the United States should be required in order to graduation?" Prof. Soper, of the Ohio University, "The Method of Appointments in American Elevations," Prof. Beech, of Marietta, "The Reflex Influence of Teaching upon the Teacher," Prof. Grayson, of Antioch, "The True Relation of Secular and Religious Teaching in a College." The Ohio Supreme Court has decided that a certain resolution of the Columbus Board of Education, revoking a previous order adopting Harpers' Geography for the public schools of the city, is not valid, as it was not passed by a vote of three fourths of the members of the Board. The Geographies therefore stand as the authorized textbooks in that branch. It is said the children in the schools there have had no books of geography in hand during the last four months. The holiday weeks were occupied in several counties with teachers' institutes. The Guernsey County Institute had a prosperous session Christmas week; and the Franklin County Institute was set down for a few days' session at Columbus New Year's week.

Miss R. S. Sackett, older teachers of the state, served the almshome (for Ohio) unprecedented term of twenty-three years in the public schools of one place, died a few days ago, after a short sickness.

The report of the Columbus schools for the week ending December 5 indicates considerable activity on the part of Superintendent Stevenson and his staff, and also tolerable attention to duty by parents and friends of the schools. It is as follows: Superintendent's visits, 83; Assistant Superintendent, 39; visits of music teacher, 53; visits of drawing teacher, 49; visits of parents and friends, 163; number registered, 7,128; average enrollment, 6,560.6; average attendance, 6,164.

Prof. A. H. Welch, teacher of rhetoric and English literature in the Columbus High School, has issued another valuable little work in his department of learning. It is entitled "Rhetorical Figures," and is said to give the topic a full, lucid, and truly philosophical treatment, with abundant illustration from the gems of literature.

Prof. Sidney H. Short, of the State University, has accepted the Chair of Physics in the University of Denver, but will not take up his new work until the beginning of the next academic year.

MICHIGAN.—Prin. W. E. Bellows, of Saginaw, writes that his school enrollment at close of last term was 240, per cent of attendance, 93. The excellent order in the building and yard, with the aid of the janitor at the noon hour, is remarked by visitors and praised by patrons. Prof. Catchell of the homeopathic faculty has resigned his position in the University, to take effect immediately.

Schools at St. Clair, under the supervision of Mr. E. W. Brokaw, are moving along finely. The attendance last term was very much larger than before in several years, and the board was obliged to open a new room and put in another teacher. The rooms are all full—enrollment over 460. A new system of ventilation has been adopted which works admirably.

The paper of R. C. Kedzie, read on Tuesday, the second day of the State Teachers' Association, was one of much vital interest. An abstract of it will be presented in these columns soon. On Wednesday, after the usual devotional exercises, Prof. Deammon, from the committee appointed at the last meeting of the association to recommend suitable books for school libraries, made a report which was unanimously adopted. The list includes 70 works of history and biography, 37 of travels, 39 of fiction, 22 of poetry, 41 miscellaneous. The Lansing Republican furnishes us with the following:

"W. Cary Hill, superintendent of Butte Creek schools, read a paper on "Paid local committees of instruction for union and graded schools." Too generally the character of our schools is determined from within. The personal views, bias, or character of the teacher or principal determines for the time being the course and methods. The inspiration of common plans and principles, and even approximate uniformity in results, is impossible. The people at large do not know how the schools are taught. No other public servants in the world are left so absolutely unwatched and unaccountable as the teachers of the public schools. The district schools have the advantage in supervision over the union and graded schools of the villages, for the township superintendents, who represent the people, are expected to visit the schools at least twice a year. These officers should be required to visit each school at least twice in each term, and that in such a way the truth is left to all the patrons in each school a full and plain report of what they found in the schools. The superintendents of schools in the larger cities, who do but little work in teaching, really perform valuable work in supervision. But the man who has been with the people, and who has seen the people, and the patrons having but little knowledge of what the schools are doing.

What these superintendents imperatively need is the assistance of a class of officers not hitherto provided for in our Michigan school system—a class who, coming from among the people, and being of the people, the patrons of the schools, seeing and judging from their standpoint, and capable of seeing and judging intelligently, shall be commissioned for a thorough, intelligent, and business like inspection of these schools, and with the duty of making stedfastly to the people a full and plain report of what they find.

This paper was discussed by Prof. W. E. McNary of Howell.

"Resolved, that this association regard it as essential in our system of education that our legislature of 1851 to modify our school laws as to do away with their objectionable features, and enact such others as shall best conserve the general interests, steady progress of our schools in all departments of education, and more particularly our common schools.

Resolved, that a committee be appointed by the president (of which the president shall be chairman) to consider and report at our next annual meeting what changes are desirable in our present school laws, to meet the wants and provide for the welfare of our state in all its educational interests." Adopted; and the committee was subsequently appointed as State Supt. Gower, Profs. Payne, W. J. Hall, Austin George, J. M. B. Sill, W. King of Olivet, and Perry of Ann Arbor.

Prof. Payne's paper was discussed by Profs. Bellows and Deammon.

Prof. Austin George of the State Normal School then read his paper on "The classification of graded schools." An abstract will be published in a subsequent number of the WEEKLY.

A message of greeting was received from the Indiana State Teachers' Association, the society holding its 25th annual session, and numbering 900 members, and responded to.

An extended and vigorous discussion of Prof. George's paper followed, in which Profs. Perry of Ann Arbor, and Sill of Detroit took the negative, and Profs. Hagle of Rochester, and Jones of East Saginaw favored the ideas of the paper. The discussion was closed by Prof. George.

Prof. Z. C. Spencer, superintendent of Tecumseh public schools, read the last paper of the session, entitled "Literary and Professional Training of Teachers." There is an oft-repeated query, "How shall our public schools be improved?" The answer to this must be "This is the work of, and for, the people; and it is the work of all the people." Literacy and professional training for all licensed teachers. The teacher is the soul of the school, and when well trained in matter and method is the best instructor and accomplishes the greatest results. Our school law makes it obligatory upon the teacher to have a knowledge of the primary, and to impart daily instruction. To secure satisfactory results, such knowledge is entirely inadequate. The truly successful teacher has a literary culture that is broader and deeper. The introduction of a better educated teaching force into our schools is the greatest assurance of the future development and prosperity of the state. A more uniform and rigid system of examinations should be adopted. This is one of the most imperative demands of our school law. When examinations are conducted, they are in many instances in formal and unfounded. Technical instruction for all teachers can be had in only one of two ways: 1, by systematic study and practice under skilled supervision; or, 2, by experiments and discoveries. The latter plan is attended with blunders and waste of time, whereas the former, in which the truth is discovered, the training and instruction to be had in universities, normal schools, primary schools, etc., is that which I would direct attention. England, Germany, Italy, and Canada have all improved their teaching force within the last ten years, more than the state of Michigan. In Canada, under a law passed in 1871, the standard of literary and professional qualifications in teachers has been raised with wonderful benefit to the schools.

IOWA.—The Association.—The Association met Tuesday morning Dec. 30, in King Opera House, and was called to order by Pres. E. R. Boe, President of the Iowa State Normal School, on Enrollment; President Brooks, Tabor College, Supt. Saunders, Burlington, and Principal DeArmour, Davenport, to report.
The Educational Weekly.

The closing exercise of the session was a lecture in the evening on “The Darwinian Theory of the Origin of Species,” by Rev. Oscar Clute, of Iowa City, which was attentively and enthusiastically received by a large audience.

MINNESOTA.—No other report having been received at the office of publication, the WEEKLY presents the following, taken from the Pioneer-Press:

The devotional exercises at the opening of the proceedings of the Minnesota Educational Association were conducted by Rev. L. C. Barnes, of St. Paul, after which was delivered the president's annual address.

The opening exercise of the meeting of the Minnesota Historical Society had been dispensed with, a recess of ten minutes was taken for the payment of dues, after which the following committees were appointed: On all papers and resolutions, Messrs. D. L. Kielie, of St. Cloud; B. F. Wright, of St. Paul; and O. M. Lord, of Winona. On nominations of officers for the ensuing year, Messrs. S. S. Taylor, of St. Paul, and Prof. Hale, of the State University. Supt. H. A. Pratt, of Faribault, then submitted a paper on “School Government.”

Prof. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.

Profs. Shepherd, of Winona, J. H. Dunn, of Mankato, and Snook, of Zenith, followed with their papers. The presentation of the resolutions for the adoption of the Minnesota Historical Society, and of the state professor of hygiene should be appointed. He believed that the personal practice of the rules of hygiene by teachers themselves would have a powerful effect upon the minds and practices of the pupils, and he advocated the idea of pupils camping out in summer. In short, the gentlemen’s representation of the subject was an eminently practical one.
T. Mrrell the president elect. In his inaugural address he stated that there had been an increase of nearly 50 per cent in average length of schools; that there was a rise of 50 per cent in the number of teachers; that the school fund had increased to nearly ten million dollars; that politicians are becoming more friendly to public schools, and that more independence of teachers is needed, more time in making statistics, more time in research.

Dec. 30.—Thoroughness in School Work was exhaustively presented by Warren Darl., principal Ladoga Normal School. The points he made were: that the minds of pupils a correct and adequate conception of the great human responsibility and the transcendil privileges and claims of life's work about them; that the progress or retrogression of each pupil need be discussed. Dr. O. New Albany, and Prof. Thomas of Wabash. Mrs. Emma McRae of Muncie read a paper on "Teaching as a Profession." She said we recognize to day the great power for good the school has already become, yet in the time to come a broader and deeper work must be done through this agency.

There is no room in the ranks of true teachers for apologists; we owe the profession to protest against the employment of teachers unworthy the greater respect for their profession. Dr. J. C. Stott, of Indiana University, delivered an address on Moral Training in Schools. He said manliness, self-control, truth, virtue, purity, and love should abound in the atmosphere of the school, and that morality is not separated from the highest intellectual development.

The Indiana College Association Held its second annual meeting at Indianapolis Dec. 26, 27. This Association was organized in 1877 and was designed to be supplementary to the State Teachers' Association, and by constitution holds its meetings the day before the dates of the Indiana State Teachers' Association.

The subject of degrees was discussed in papers by President Stott of Franklin College, President Benton of Butler, and President Martin of Asbury. Pres. Stott enumerated more than forty different degrees that are conferred by chartered educational institutions in the U. S. The evils and abuses of the system of conferring degrees, especially honorary degrees was forcibly presented and the practicability and desirability of uniformity in the matter, at least within the state, was urged. The practical suggestions of the leading paper were received with approbation by the committee appointed.

The paper of President Joseph Moore of Earlham College, on "Comparative Playfulness," excited a good deal of curiosity as to what it could possibly be about. It proved to be a very interesting and somewhat humorous account of the life of playfulness from the rise of playfulness in the antelope to the highest manifestation of which its nature is capable, with experience such joy in the exercise of its powers that his work would be play and play, and there would be no distinction as now between action for an end and action as an end.

Some interesting comparative physiological data for the discussion of the subject were furnished by Prof. Baker of Asbury. President Tuttle of Wabash didn't see exactly how he was to be helped in his work as a teacher by this discussion but he was protested against placing the oyster so low down in the scale of playfulness; he considered him as playing the most important part in modern social life.

The address of President Moss in the evening was a very clear and scholarly presentation of the relation of the American College to society in its various points of contact.

President White of Purdue was to present a paper on Differentiation in Higher Education. He failed to appear, and a paper upon the subject was presented by President Tuttle and discussed by the association, a large number of whom participated. This theme proved to be far the most interesting and fruitful of the meeting. The most unanimous opinion of the members seemed to be that the adaptation of the older colleges to modern educational needs involved a vast branch of study, that the teacher should have a larger tenure or one term, the institute should have more money that they could secure the best faculty, that a system of liberal arts education should be abandons by the schools of Clark Co., and R. L. Hamilton, who conformed the paper. The discussion was carried on upon the general question of the new colleges and their adaptation to modern professional and practical demands. It was thought that the new colleges and the university system were to be adapted to the public schools, and that the public schools should be the focus of the new system of higher education.
I. History of the Legislation. 2. Schools Established, pr

itation, Jan. 5, they elected J. J. Fruit superintendent of the city schools at a salary of $300.

The first school established in Bristol, Kenosha county, was started in 1839 by Sereno S. Fowler, and his wife, who still survives him. It was a private enterprise and gave a start to some of the leading men of Walworth and Racine counties as well as of Lake and McHenry counties, Ill.

In Sep. John's final notes in the Walworth County Independent we find:

"Probably never in the history of the schools of Walworth county was there such a general interchange and congolmation in the kinds of texts books used. In many localities not two schools use the same class of books, and often classes in the same school are working in two or three different series of readers. Fortunate is that district which, having a good series of text-books in use, has 'let well enough alone.'"

The following is also from the same source:

"The duty of the Superintendent's office will ever demand of the incumbent a great amount of patient, earnest, unselfish work; his motives may often be misjudged and his most self-denying efforts may go unappreciated, but the path of duty is ever plain."

It will doubtless serve as both a guide and warning to his successor.

The following is from the Layfayette Items in the Walworth County Independent:

"Our school will be suspended three days this week—Tuesday, Wednesday, and Thursday—on account of the absence of our teacher, M. P. Bishop, supervisor, at Elkholm."

Mr. B. can't be a typical school master, in fact he must be very unlike the conventional party of that profession, for he was made Chairman of the County Board. Perhaps we may as well out with it, that Wisconsin has a good many school masters who are competent and reliable men first, and pedagogues afterwards. Some day we trust that the idea that school masters are necessarily imbeciles in affairs, will be rooted out of the public mind, but we who seek to prove it must expect to pay the price of martyrdom in some way.

We have received from the State Superintendent a "Circular on the Free High Schools of Wisconsin, with Comments on the High School Law." It is timely and valuable and is issued in answer to the repeated calls upon the Superintendent for information. It is in a pamphlet of 25 pages, and the subheadings are as follows: 1. History of the Legislation. 2. Schools Established under the Law. 3. Leading Purposes for which the Law was Enacted. 4. Valuable Testimony to the Worth of these Schools. 5. Standard of Admission. 6. The Course of Study. 7. The Free High School Law now in Force. It deserves the widest possible circulation and we hope the press of the state will publish liberal extracts from its interesting pages.

Ripon is distracted over the question of consolidating her two school districts and establishing a real high school. According to The Free Press there was a good deal of unwarranted blustering and filibustering at a recent meeting and an amount of discourtesy (a very soft word) shown the Superintendent for information. It is in a pamphlet of 25 pages, and the subheadings are as follows: 1. History of the Legislation. 2. Schools Established under the Law. 3. Leading Purposes for which the Law was Enacted. 4. Valuable Testimony to the Worth of these Schools. 5. Standard of Admission. 6. The Course of Study. 7. The Free High School Law now in Force. It deserves the widest possible circulation and we hope the press of the state will publish liberal extracts from its interesting pages.

Ripon is distracted over the question of consolidating her two school districts and establishing a real high school. According to The Free Press there was a good deal of unwarranted blustering and filibustering at a recent meeting and an amount of discourtesy (a very soft word) shown the Superintendent for information. It is in a pamphlet of 25 pages, and the subheadings are as follows: 1. History of the Legislation. 2. Schools Established under the Law. 3. Leading Purposes for which the Law was Enacted. 4. Valuable Testimony to the Worth of these Schools. 5. Standard of Admission. 6. The Course of Study. 7. The Free High School Law now in Force. It deserves the widest possible circulation and we hope the press of the state will publish liberal extracts from its interesting pages.

Ripon is distracted over the question of consolidating her two school districts and establishing a real high school. According to The Free Press there was a good deal of unwarranted blustering and filibustering at a recent meeting and an amount of discourtesy (a very soft word) shown the Superintendent for information. It is in a pamphlet of 25 pages, and the subheadings are as follows: 1. History of the Legislation. 2. Schools Established under the Law. 3. Leading Purposes for which the Law was Enacted. 4. Valuable Testimony to the Worth of these Schools. 5. Standard of Admission. 6. The Course of Study. 7. The Free High School Law now in Force. It deserves the widest possible circulation and we hope the press of the state will publish liberal extracts from its interesting pages.

The waves and breakers of matrimony have been so constantly surging that her school population is larger today than in 1860. From the lava beds of Modoc county in the northeastern corner of the state, west to the rough Pacific; thence southward full ten degrees of latitude are dispersed just 1,999 school districts. These contain 216,404 census children (between five and fifteen years) and 1,100 school days were added. Of these 216,404 school children 1,084 are Indian, and 1,772 boast of negro blood. To man these districts requires 3,453 teachers, of whom 1,236 are male and 2,217 female. There are scattered over the vast state between 3,000 and 4,000 teachers out of employment fervently praying for the bachelors who are now teaching to strike a "bonanza," and patiently waiting for the maids to fall out of the profession by marrying.

The number of districts having less than six months school during the year is only thirty, while the average number of months schools were maintained for all the schools of the state is 7.42. The average monthly salary paid to gift of the high school. The affair was entered into with enthusiasm by all and was a complete success.

A county teachers' institute was held at Taylorville, Christian county, Dec. 26, 27, under the supervision of Co. Supt. Orr. Over one hundred teachers were in attendance. Sate Supt. Slade was present and lectured on the evening of the 26th.

A county teachers' institute was held at Bridgeport, Lawrence county, Jan. 1, 2, and 3. There were about fifty teachers present. Co. Supt. Cox was in charge, assisted by Prof. Frew, of Vincennes, Ind., and Prof. Brownlee of Carbondale. Sate Supt. Slade visited the institute one day and lectured on Friday evening.

Mr. B. stated in his leaving Sullivan has evidently given place to a worthy successor. We are glad to know that the State Teachers' Association still has a representative from Monroe county. We make this item however, especially to commend Mr. Cokenower's muscular pedagogy in manfully meeting a street assault made by one of the town bullies who had meditated punishing the school master. The community will doubtless applaud his pluck, however unfortunate they may regard the occasion which called for its display.

Phys. P. Hoos, formerly instructor in Art and Designing at the State University, Champaign, returned at the beginning of this term to the same position. A tuition fee will be charged in his department to all except those taking the study in regular courses.

Clay County Teachers' Association meets the third Saturday of each month. The attendance is well sustained. Co. Supt. Smith is not authorized by the board to visit more than about half the schools, but he makes his few visits as effective as possible by giving an evening lecture to the public and doing what else he can to awaken an interest in education.

Ford County seems to have a lively educational interest. Our exchanges from that locality are full of school news. The teachers in all parts of the county seem wide awake to business.

Wapeloo, D. W. Co., had a successful school entertainment and purchased a clock for each school-room. The board ought to appropriate for the clocks and let the school use its fund for library or some such purpose.

The Annual Contest of the literary societies of the Illinois State Normal University occurred at Normal Hall Dec. 23. The contests on the part of the Wrightonian were: Debate, Rudolph Roy Redder and James W. Adams; Instrumental Music, Chas. D. Lufkin; and Delphian Society. The award of success was given to the Philadelphians in every exercise except the paper. The judges of music were Mr. Geo. Crawford, Prof. Frank Mueller, and Miss Ida Jones. The judges of the other exercises were: Hon. James P. Sade, Gen. Jno. McNulty, and Gen. Ira J. Bloomfield. The contest lasted till near midnight, yet the audience remained patient, the meeting bang one of the most interesting ever held in the university.

FROM CALIFORNIA.

To the Editors of the Weekly:

California is as large as New York and New Jersey put together. The time is not far distant when she will care as little for the rest of the world as the rest of the world cares for her.

The waves and breakers of matrimony have been so constantly surging that her school population is larger today than in 1860. From the lava beds of Modoc county in the northeastern corner of the state, west to the rough Pacific; thence southward full ten degrees of latitude are dispersed just 1,999 school districts. These contain 216,404 census children (between five and fifteen years) and 1,100 school days were added. Of these 216,404 school children 1,084 are Indian, and 1,772 boast of negro blood. To man these districts requires 3,453 teachers, of whom 1,236 are male and 2,217 female. There are scattered over the vast state between 3,000 and 4,000 teachers out of employment fervently praying for the bachelors who are now teaching to strike a "bonanza," and patiently waiting for the maids to fall out of the profession by marrying.

The number of districts having less than six months school during the year is only thirty, while the average number of months schools were maintained for all the schools of the state is 7.42. The average monthly salary paid to
female teachers is $65.37. The average salary paid to males is $83.15 per month.

The city of San Francisco alone has a school population of 58,104, employing 6,669 teachers—79 males and 6,176 females. The average monthly salary paid to males is $81.44, and females $82. The lowest salary is $53 per month and the highest is $733.50. The newly elected Board of Education have reduced the salaries of all teachers but principals and vice principals, about ten per cent, and have obliged certain principles heretofore relieved of class work to teach one class of their respective schools. This applies particularly to principals of primary schools containing twelve classes and under.

The city of San Francisco, as an attractive spot for the settler, and county ranks third in the number of teachers employed, being surpassed only by San Francisco and Alameda counties, in which counties are situated the metropolitan cities of San Francisco and Oakland respectively. One hundred and twelve school houses, many of which are fine architectural structures, adorn the hills and valleys of this county, and one hundred and fifty teachers teach in them. The average monthly salary paid to males is $77.50 per month of twenty days; to females $52.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

The highest salary paid is $1,500 a year. The superintendent receives $1,600 a year. The average salary paid to males is $124, and females $82. The lowest salary is $53 per month and the highest is $733.50. The newly elected Board of Education have reduced the salaries of all teachers but principals and vice principals, about ten per cent, and have obliged certain principles heretofore relieved of class work to teach one class of their respective schools. This applies particularly to principals of primary schools containing twelve classes and under.

This (Sonoma) county, the southeastern corner lying but twenty-five miles north of San Francisco city, touched by San Francisco bay; bounded on the west by sixty miles of the Pacific ocean; with an area a little larger than the commonwealth of Rhode Island; containing some of the finest Redwood forests on the coast; boasting the largest gyersars in the state; diversified by mountains, plains, and rivers; possessing a climate unsurpassed; intersected by three railroads, with numerous other natural curiosities and evidences of civilization, is an attractive spot for the settler, and the county ranks third in the number of teachers employed, being surpassed only by San Francisco and Alameda counties, in which counties are situated the metropolitan cities of San Francisco and Oakland respectively. One hundred and twelve school houses, many of which are fine architectural structures, adorn the hills and valleys of this county, and one hundred and fifty teachers teach in them. The average monthly salary paid to males is $77.50 per month of twenty days; to females $52.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

The University of California, is the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serv-es only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.

The newly elected Board of Education, the prince of good fellows and the peer of males $58.25. Twelve schools were in session just six months during the last year; three schools had but five months of session, while sixty-two schools were in running order over eight months.

In conclusion, allow me to emphasize, in italics or large capitals, that the experience of each day in the management of our public schools serves only to deepen the conviction that their efficiency is crippled and their highest usefulness greatly restrained by their omission to give proper attention to the morals, manners, and general behavior of their pupils. The good name of the schools, the welfare of the children, and the good order of the community are vitiated by the word "truant". Intersected by streets, and numerous blue-ribboned certificates of graduation, etc., promoting from under their arms.
the politician or the party that does this does not consult their highest good. They need to be protected from their friends, but they have little to fear from their enemies.

Once upon a time there was a certain pugnacious goat cropping grass beside the rail-road track, and wasting his fragrance in the most approved fashion, when the lightning express came sweeping gracefully around the curve in front of him. Here was an enemy worthy of his thick-headedness, and in an instant he was planted squarely on the track, expecting to win great glory. The section hands gathered up what fragments they could find the next morning and buried them in the ditch. This failure teaches that it is extremely dangerous for any one, no matter how thick his skull may be, to set himself in the way of that which has great inertia.

The school system of Iowa moves onward with a hundred times the momentum of the fastest moving express, and any politician who can contemplate setting himself in its way, no matter how strong he may feel himself to be, will do well to profit by this tale.—W. T. Shufly, Dubuque, la.

THE LIBRARY.

NEW BOOKS RECEIVED.


This is one of the series of "Handbooks for Students and General Readers" which this house is publishing. They are intended as text-books both for schools and for adult readers who wish to review or expand their knowledge. It is a grade intermediate between the primers of science and those larger works which discuss subjects more in detail. Although the treatment of each subject is strictly elementary, the fundamental facts are discussed very fully. Dr. Ball follows Delaunay's methods of teaching Mechanics; his work is well illustrated and topically arranged, and from its convenient size and careful collocation seems to be indeed a "handy volume."


Although it is now conceded that chemistry must be studied in the laboratory, to become part of a student's knowledge, a text-book is a great assistant, and Professor Prescott's work is exceptionally good. If it were intended as a book for the library, we should say that its binding and print are not up to the average standard, but as a text-book, it fills its place very well. Those who are teaching or studying the subject of chemistry will find this volume a valuable adjunct to their work.

PUBLISHERS' NOTES.

—Take a D. K. and be O. K. See advertisement next week.

—Our edition of Jan. 8 is already exhausted. For each copy returned in good condition before Jan. 25 we will extend your subscription one week.

—Let those whose subscription expires with No. 146 renew at once, so that their names will not be dropped from our list. This will save us a great deal of trouble, as there are very many of them.

—One hundred copies of Wedgwood's Topical Analysis were sent to Cliné and Caraway of Perrysville, Ind., last Saturday, also fifty copies of Grindel's Method to J. Q. Button & Co., of Terre Haute, for the State Normal School at that place.

THE WORLD.

—Indian Commissioner Hept is to be investigated.

—Gen. Grant is traveling pleasantly through Florida.

—The death of Bismark is seriously apprehended at an early day.

—The Western Union Telegraph Company will urge upon Congress the same inviolability of telegrams as attaches to mail matter.

—There is said to be a prospect of the success of Representative Townsend's bill to abolish all first and second-class foreign missions and reduce our diplomatic officers to consulates and inferior agents.

—The Maine imbroglio continues. The arms were removed from the State House, and rifles found loaded with ball cartridges. President Lamson, of the Senate has assumed the duties of Governor, and the Republicans have organized the Legislature. The fusionists assert that they will not respect the decision of the Court, and that the matter cannot now be settled without a trial of military strength. General Chamberlain refuses to recognize Lamson as governor, and the condition of affairs presents a very serious aspect as we go to press.

—The National Board of Health recommends the establishment of quarantine stations at Boston, New York, Charleston, Philadelphia, near the mouth of Chesapeake Bay, Savannah, near Brunswick or Fernandina, at some point on the Texas coast, and near Ship Island; also the establishment of steamboat inspection stations at New Orleans, Vicksburg, Memphis, and Cairo.

—The ill feeling between Germany and Russia continues. The Czar was questioned by Austria and Germany as to his intentions in concentrating troops in Poland, and his reply is that as there is no longer any danger of a collision with Turkey the governments hitherto stationed in the Crimea and Bessarabia are merely withdrawn to Poland as a more convenient district.

—The distress in Ireland is increasing and rapidly approaching its climax. 500 inhabitants of County Limerick proceeded in a body to Croom, Jan. 12, and obtained four carloads of bread by urgent representation of their extremities. The streets of Cork are patrolled by mounted police, and an increase of the number is asked by the magistrates.

PREMIUMS FOR SUBSCRIBERS.

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

For two subscribers and $4.00........... $1.33
For three subscribers and $6.00........... 2.00
For six subscribers and $12.............. 4.00
For nine subscribers and $18............ 6.00
For twelve subscribers and $24........... 8.00

If the price exceeds the amount due on premiums send the balance in cash.

Do not wait to make up your whole list before sending. Send the first two names, stating that they are to be placed to your credit for a premium, and add more as you get them.

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

Premiums may also be secured for subscriptions to the Monthly Editions by sending eight names and $4.00 with the first order.
THE RECESS.

—How to drown a cat? In the water pitch her.—Boston Transcript.

—The Washington Capital remarks: "Some of our slow subscribers who may not find our paper in their mail can understand that its absence is due to their unremitting kindness."

—An apology: "But, Freddy, how could you ever think of calling aunty stupid? Immediately go to her and tell her that you are sorry." Freddy goes to aunty, and says: "Aunty, I am sorry that you are stupid."

—A very old lady, on her death-bed, in a mystical mood, said: "I was a great sinner more than eighty years and didn't know it."

—An old darky woman, who had lived with her a long time, exclaimed: "Lors! I knew it all de time."

—Kentucky State Journal.

—A school teacher, who has just been telling the story of David, winds up with: "And all this happened over 300 years ago." A little cherub, its blue eyes dilated with wonder, after a few moments' thought: "Oh, dear, marm, what a memory you must have."

—She was a school teacher, and had to teach morals as well as arithmetic, so when a big oath came from a little urchin on the playground, she made him crouch on his lap, and proceeded to tell him to "Swear not at all."

—Freddy enters one caller, and you would, too, if he beckoned a snow-ball down your back. —Janesville, (Wis.) Gazette.

—Scene—Gold Hill public school. Object lessons in the primary class. Subject: Grammar.

—Teacher—"Form a sentence with the word 'deaf' in it."
First pupil—"A deaf man cannot hear."

—Teacher—"Correct. Next form a sentence with the word 'blind' in it."
Second pupil—"Pull down the blind."

Sensation in school.—Detroit Free Press.

CHICAGO NOTES.

In Chicago there are 26,773 boys enrolled in the public schools, and 26,300 girls enrolled; that is on 57 more girls than boys; notwithstanding all the horse-cars and trains that scurry through the city, and which every boy feels it his bounden duty to hitch on to.

At the last meeting of the board, German was voted into the Foster and the Pickard schools. Since the meeting the Times has investigated the petitions upon which this was done, and discovered that in one case one-half and in the other six-sevenths of the signatures upon which the action was based are spurious. The mode in which this study is introduced is a little odd. A German of "influence" has a sister or a cousin or an aunt who does not know how to get pin-money. He at once gets a few sheets of legal copy, travels the district of a school suitable to be a victim, gets what signatures he can, fills in the balance to make 150 with such names as occur to him, sends the document to the Dutch member, and presto! the thing is done.

In the Chicago public schools there are 2,057 pupils studying German against about 5,000 a few years ago when the total enrollment was very much smaller than at present. As was said of the Celtic tongue, so it may be said of the study of German at public expense, that "It is dying, it is dying like a sound upon the breeze; It is dying; it is dying, like the leaves upon the trees."

He will be indeed a public benefactor who shall haunt them on their unworthy way. As did the kind-hearted wife who related the last and incident in the life of her spouse as follows: "He found it very hard to die, poor dear, and struggled awfully, till I put a pillow on his head and sat on it, and then he went off like an angel." Whoever will put a pillow on the head of the German of this city, although its mouth is large enough to require a feather-bed, and sit on that pillow, will merit a monument at the hands of his grateful countrymen.

BOOK CLUBS.

A book club is a very easy institution to organize and manage. It is a simple adaptation of the co-operative principle. A leading spirit and a few sympathetic are alone necessary. Where two or three can meet together in intellectual fellowship, there the book club may result. It is a private and select circulating library; select not only as to the literature which circulates, but as to the hands through which it passes. The book club is, or ought to be, the fastidious reader's safeguard against greedy covers and dog-eared corners. To the table which the book club spreads, only one and one's friends sit down.

Wherever no book club has yet been formed, let a beginning be made now. Go ahead, some one of you, with the preliminaries. Get together a few who would be likely to be interested in the project and talk it over. Select and perfect your details of organization. Set up your machinery and go to work. You will find that you have introduced into your community a new pleasure, a new bond of union, a new public benefit.

A book club, socially speaking, is an arterial system. Publishers have nothing to fear, but much to gain, from the multiplication of book clubs. They must inevitably increase, not abridge, the sale of books. This effect they will produce by creating a demand where no demand exists. There are thousands and thousands of persons who through the agency of book clubs might be made co-operative purchasers of books, who now never enter the market at all.

By all means let there be a book club in every town where there is no public library. To form one may prove the planting of the seed out of which the larger institution will soon grow.—Literary World.

—Rev. Phillips Brooks, of Trinity Church, Boston, is probably the most popular Episcopal clergyman in the country, and his books of sermons and essays are looked forward to with great expectations by all classes. His latest book, entitled "The Influence of Jesus," is thought to be one of the very best, and has already passed through several editions. It is certainly one of the most noticeable of recent contributions to religious literature.

—"Why, Dick," said a lady teacher the other day, "you are getting to be an awfully good boy lately; ever so much better than you were last year. How is it?" "Oh! phew! Miss Hetty," said the youngster, "I don't have so much chummick-ache now."—Springfield Republican.
C H A N D LE R  S C I E N T I F I C  D E P A R T M E N T  o f  D a r m o u t h  C o l l e g e.

Library Education on a scientific basis.

Address Prof. E. S. H. TAYLOR, Amherst, N. H.

F R E E P R E S S E R S '  S M I N I S R Y  A r m y .  A school for both sexes.

Instruction at low rates.

Address Prof. W. C. ROBERTS, N. Y.

F R O S E L L  K I N D E R G A R T E N  A N D  S C H O O L  Miss A. B. SCOTT, corner Prairie Avenue and Twenty-second Street, Chicago.

M A R K A H M A C H E R Y  A C A D E M Y ,  M i l w a u k e e .  A threecentury college—Preparatory School for boys. Established in 1861. A. Markham, P. A. (prenamed)

N O T H W E S T E R N  C O L L E G E ,  N a p a n e e l ,  I l l .  F o r  b o t h  s e x e s .


H I G H  S C H O O L  D E P A R T M E N T  o f  S t a t e  N o r m a l  U n i v e r s i t y .

Special attention is paid to fitting young men for College. Three years' graduates have entered Harvard, and other first-class schools, without exam. The English course presents rare opportunities to young men preparing for higher classes. Address Prof. C. F. R. TAYLOR, Ph. D., Normal, III.

I L L I N O I S  S T A T E  N O R M A L  U N I V E R S I T Y ,  f o r  t h e  s p e c i a l  p r e p a r a t i o n  o f  t e a c h e r s .

The full course or study requires three years. Tuition free to those who present evidence of attendance at Boarding Schools. For the full course of study, $8 per year. There is no School for females. For the junior and senior years, $6 per year. Grammar School Department furnishes courses in the first three grades, at a cost of $5. Teachers are sent to Tabernacle, Normal, III.

W O O D L A N D  B U L L S  S E E K  $ 5 0 , 0 0 0 0 0 0 0.

L A T E S T  B E S T  E C H O F E S.

Day School, Singly or Doubly.

10,000 Names of residents wanted. For 50 names with address, 50c; we will send for 50c. Address, Mrs. T. H. BUCKEY, 111. N. H.

R E W A R D S, O F E R T H E  P R O F E S S O R S. Teachers' prize list free. Samples for 10c (silver or stamps) F. E. Adams — Hill, N. H.

BUCKEYE BELL FOUNDRY.

Bells of Pure Copper and Tin in Church Bells and Other Uses. U. S. Patent No. 290,228, January 20, 1880. Cased Bell. best and finest. S. VANZUENIS & TIPPEX, Cincinnati, O.

L itt le r's L i v i n g A g e.

J. 1, 1880, The L I VING A G E  enters upon its 16th Volume, admirably unvaried and continuously successful.

THREE AND A QUARTER THOUSAND double-column octavo pages of reading-matter yearly. It presents a premium to the greatest amount of matter, with freshness, owing to its weekly issue, and with a certain variety of subjects not found in any similar publication. The best pieces, whether in Literature, Science, History, Science, Literature, Science, Literature, or Science, have been contributed by the best men, and in no way do the pages of THE LIVING AGE fall below the highest standards of the best Foreign Periodical Literature.

It therefore offers the best, the cheapest, and most convenient means of keeping, with the greatest advantage, with the literature, history, science and politics of the day. Of course it is indispensable because it embraces the predictions of the best authors.

ABLEST WRITERS

In all branches of Literature, Science, Politics and Art.

It covers the whole field of literature, and covers it completely, thoroughly and accurately.

It exerts a wonderful influence in the education of young men.

It is the best, the cheapest and most convenient means of keeping, with the greatest advantage, with the literature, history, science and politics of the day. Of course it is indispensable because it embraces the predictions of the best authors.

For twenty years our readers have continued to write in for their copies every year. Tuition free to those who present evidence of attendance at Boarding Schools. For the full course of study, $8 per year. There is no School for females. For the junior and senior years, $6 per year. Grammar School Department furnishes courses in the first three grades, at a cost of $5. Teachers are sent to Tabernacle, Normal, III.

DIBBOY EXTRA OFFER FOR 1880.

To all new subscribers for 1880, we will send extra six numbers of 1879 which are of such interesting and masterful character, the first chapter of two new serial stories recently published, two new books of poetry, the third chapter of two new serial stories recently published, and a new sheet of poetry. We will see that you have the works of the best authors in the world, and you will not be overwhelmed by books, many of which are only trash. You will not be overwhelmed by books, many of which are only trash. You will not be overwhelmed by books, many of which are only trash. You will not be overwhelmed by books, many of which are only trash. You will not be overwhelmed by books, many of which are only trash. You will not be overwhelmed by books, many of which are only trash.


Bryant's Business College.

JUST PUBLISHED—THE ART OF PRONUNCIATION.

PHONOLOGY AND ORTHOEPY.

An Elementary Textbook for Teachers and Schools, by Prof. ALBERT SALISBURY, A. M., the well-known con- ductor of Teacher's Literature in Wisconsin. The work contains chapters on: 1. Vocal Physiology, illustrated by ex- cellent wood cuts; 2. Phonology or Phonetics; 3. Thong's own Orthophy; and 4. Price $50.00, postage $1.00. Diameter made on large orders.

Wm. J. BRYANT, Pres.

Bryant's Business College.

ST. JOSEPH, MO.

Full particulars sent to any address upon receipt of a stamp; but no attention to postcards. J. A. BRYANT.

Boston University.

Offers in College and Post-graduate classes, in Theology, Law, and Medicine, the choicest of Eastern Advantages. Address The Registrar.
THOMPSON, BROWN & CO.,
BOSTON. Have just issued the following new Text-books:

**Brady's Eatons Practical Arithmetic.** Combining oral and written work, with new and fresh examples, adapted to present prices and conditions. All arithmetical subjects not needed in practical life are omitted from the main book and placed in the appendix. The Metric Weights and Measures are placed next to U. S. (decimal) Money, and are illustrated from drawings made of the exact size from the government standards. Sent for examination on receipt of 40 cents. Metric pages on receipt of 5 cent postage stamp.


**The Musical Guide.** By W. S. Tilden. Designed for ungraded and graded schools. It is specially adapted to those schools where musical instruction is given by the teacher, and not by a specialist; and it is believed will fully meet the wants of those who desire a single book adapted to primary and more advanced classes in preference to a series of music readers. Sent for examination on receipt of 30c.

Educators and School Officers who contemplate any changes in the text-books in the above-named subjects will be at liberty to examine these new books. Special attention is invited to Bradbury's Elementary Algebra, and Bradbury's Geometry and Trigonometry.

Adapted and used in cities of New England aggregating more than 50,000, the city populations and very extensively in the smaller towns. These books are of moderate size, but contain enough to prepare for any college and give thorough knowledge of the subject.

Special attention is called to the exercises for original demonstration and practical questions as invaluable for a practical knowledge of Geometry.

**The University Geometry,** is on the same plan as the above, but contains all of plane and solid Geometry.

**Meservey's Bookkeeping,** recently published and largely introduced in the best High Schools and Academies. Sent for examination on receipt of 50c. Descriptive catalogue with testimonials sent on application. Correspondence solicited.

**AMERICAN POPULAR DICTIONARY** and Library of Knowledge. It contains every useful word in the English language, with its true meaning, spelling and pronunciation. In addition to the dictionary the book contains the Declaration of Independence, the story of the flags, the history of the United States, history of the American Past, Weights and Measures, the principles of local government; list of words commonly mispronounced; how to speak with elegance and ease; a set of true and false phrases; chronology; list of modern and classical names; nicknames of the cities of the U. S.; the discovery, discoverers and early settlers of the U. S.; interest; laws and legal and assign-ment laws of each State, and a vast amount of information upon Science, Biography, History, Cities, Colleges, Railroads, Canals, Army and Navy, time of Mortality, Land Titles, Public Lands, etc. It is the most complete and portable Cyclopaedia ever written or a writer or a speaker can gain an amount of real knowledge impossible to find elsewhere collected in one book. In one handy volume, bound in cloth, with gilt back. Sent prepaid, upon receipt of $1.00.

W. ATLE SMITH & CO.,
P. O. Box, 2455, 50 S. Seventh Street, Philadelphia, Pa.

The book is well worth the money, and the advertisers are reliable. — Philadelphia Daily Item.

The work is a perfect library of useful knowledge, and remarkably cheap. We can recommend the advertisers to our readers.—Philadelphia Sunday Item.

**ONLY $1.25 MORE**

Will secure a copy of The National Sunday School Teacher for 1880. The clear and analytical Class Outlines, the full and attractive Bible Readings, and the rich and suggestive Notes and Comments, make The Teacher one of the best helps in the study, the prayer meeting, and the Sunday School. As a Superintendent lately wrote us, "The Class Outline alone is worth the price of the magazine." Regular price reduced to $1.25 per year. Clubs of 5 or more $1.00 each. Sample free.

ADAMS, BLACKMER, & LYON PUB. CO., CHICAGO, ILL.

ROHRER'S BOOK-KEEPING.

Primary, $ .50
Common School, $1.50
Counting House, $2.50

Paid by the money Special terms for introduction.

W. J. GILBERT, Publisher, St. Louis, Mo.

H. C. KOCH & CO., ARCHITECTS AND SUPERINTENDENTS,
School Architecture a Specialty.
Corner Wisconsin St. and Broadway,
Fisher's Block.
MILWAUKEE, WIS.

FREE 80 PINE MIXED Corbelts, with name. Send stamp. Box 49, Sandwich, Ill.

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publishers, as well as the advertiser, by stating that you saw the ad advertisement in The Educational Weekly.