In our efforts to pronounce we are both affected and indolent. Our nasal drawl, essaying to talk without opening the mouth, and indistinct articulation of the consonants mark our negligence, and the over distinctness of our syllabication is a species of affection. We laugh at Englishmen for dropping their 's, but they are equally but silently amused with us at our explosive efforts to enunciate it. An Englishman cannot hear an American say h-k-w-w-i-ch (which) without being seriously concerned for the soundness of his mind and the safety of his blood-vessels.

However, we have the advantage in having in nearly every house a peace-maker upon all disputed points in a Webster's Un abridged.

Dr. Leigh gave a little personal history in his recent speech. He was driven out of high school work during the war by the rebel government taking the school funds of the state to buy powder to sustain the confederacy, whereupon he was obliged to teach a primary school. But Leigh's phonic type is the result and the world of children learning to read is certainly the gainer. Nothing but the most invulnerable conservatism and wrangling over what is of no use has prevented the system from being introduced into the schools of Chicago.

**GERMAN BELOW THE HIGH SCHOOL.**

In many of the large cities of the Northwest the study of the German language has been attempted in the public schools below the grade of the high school during the last quarter century. The large proportion of Germans in the population and the unquestioned value of the language and its literature commanded the measure to those who favored it from an educational standpoint, and favor to be gained in so powerful and positive an element of the community made it a good move for the politicians.

The Germans are a clannish but a cordial people. It is not hard for an Irishman or an American to make himself solid with them. To be free from prescriptive feelings, to be free from sumptuary notions, to be temperate in temperament and in temperance, is sufficient to render one unobjectionable to the Germans; but to speak their language with some degree of fluency and accuracy is the most delicate and sweeping compliment that one can pay them and ties them to one's interest with hooks of steel, both politically and socially.

So it is not strange that demagogues sought this royal road to the affections of the Germans by making German a branch of instruction in the primary and grammar schools. Many methods have been tried to make the attempt successful. In Cincinnati the schools were turned over to the teachers of German for half of each day, and during the primary term of a child's schooling German and English were made of equal importance, and given equal time and attention. But, as we understand it, the teachers of German in the Cincinnati schools were equally competent to teach the English branches. However, the whole system was decided a failure, and, remodelled by the friends of the study. The German music and German politicians and German bever-
age of Cincinnati could not alter the fact that this is an English speaking country.

In Cleveland the study has been fortunate in having the fostering care of an able superintendent who went into office to sponsor the study, and who still remains in office as its devoted gossip. In St. Louis there has been great opposition to the study for years, and upon the question of its retention there is now a virtual majority against it. The superintendent who has tied to it as firmly as he has plunged deeply into German metaphysics has tendered his resignation to take effect at the end of the school year. This is too bad, for were it not for his German allegiance Mr. Harris would be the most magnificent educational man in the world.

In San Francisco, on the 31st of last December, the teachers of California in a series of terse and pithy resolutions, decided that the teaching of any language other than English in schools below the high school grade is not advisable. The California teachers should know what they are talking about, for in their state by the introduction of French and Spanish into the common schools, the method was carried almost to its reductio ad absurdum extreme, lacking only the introduction of Irish, Chinese, and Modoc to complete the logical sequence.

In Chicago the study of German in the district schools has been a bone of contention for twelve years. In the high school no one objects to it; there it is a branch of scholarly acquirement, training, and culture. But as there is no division of opinion as to its being in place in the high school so there is no difference of opinion as to its being out of place in the schools of lower grade. To make it a success the committee on German have been tinkering its methods, conspiring with politicians, and intimidating the teachers of English who dared to oppose it, or who even essayed to let it severely alone. People have been charged with narrow-mindedness and hatred of the German nationality for objecting to the use of public money in the teaching of a foreign language and the waste of children's school time to the extent of half an hour a day in going through an aimless and unprofitable German exercise, or worse yet, being obliged by rule of the German committee to sit as still as possible, doing nothing while a baker's dozen of other children are floundering through it. The plan at first was to have the children taking German go from all parts of the building to a German room. At first the patronage of this room was quite general, not less than five hundred taking the study in a single school. The order on the stairs on account of this system was of course frightful, being tramp, tramp, tat-ta-ra-ra, Donner und Blitzen all day long; but in the German room the elements of Pandemonium, bedlam, and Donnybrook Fair were combined in equal proportions. In one of the schools this state of things was brought to a happy termination by the teacher, who was wont to complain to the principal, "Your scholars, she calls me Dutchman," taking French leave after he had been put into a hole dug for the hydrant in the yard, and kept there till rescued by the principal.

The demoralization of this state of things disgusted none more than the children themselves, and they deserted it in such numbers that the study was about to die a natural death, when the German committee were up with another motion for the study's retention. It was decided to teach the study in the regular class rooms, compel the teacher of English to keep order in spite of the disturbing character of the exercise, and the screeching German woman conducting it, and to forbid pupils not taking it to do any work in their English branches during the continuance of the purgatorial period. It is only in Dhimagogue-ridden America that such an outrage on common sense and common decency could be perpetrated or perpetuated. Subsequently a superintendent was appointed to bring order out of this chaos—to superintend fifteen to eighteen German women and keep peace among them and away from them, which has been accomplished beautifully of late.

German is a powerful, rich, and sonorous language; but for our present purposes English is sufficient. And using plain English we would say what we know to be true and what nobody knows to be true better than the ex parte advocates of German in the grammar schools, that in the schools of Chicago the instruction in German is a humbug, a fraud, a robbery of public funds, and a waste of the same, an injustice, a persecution, and a nasty nuisance. It is like a decayed tooth, hollow, ill-looking, offensive, but deeply rooted. It must and shall be jerked out. Every argument in favor of its retention is fallacious. Not enough of it is acquired in the district schools to amount to anything as a scholarly accomplishment; and in respect to its practical value in business, so many Germans can speak and write English better than those to whom English is the vernacular can ordinarily learn to write and speak German, that competition with them in trade and business is out of the question.

Even in schools where no language but German is taught the anachronism is demonstrated by the children attending, who positively decline to speak German on the play-ground even in German settlements in the country, but speak a species of pigeon English, as good English as the arrogance of their spiritual advisers and the pigheadedness of their parents will allow.

In this city it is introduced in many cases through fraudulent petitioning and retained by intrigue and bull-dozing. Its two active upholders in the board in their advocacy of the German are conscious and confessed attorneys for a swindle; they are free to confess to anybody and anywhere privately that it is a humbug, and that they uphold it merely as representatives of an "element," attorneys for a criminal defense entitled to extra credit on account of the badness of their case.

It is a constant annoyance to the teachers of English on account of its breaking into their regular work, the trouble in discipline it entails upon them to keep pupils in the German classes; sulking and shuffling to get out of the scrape, but on account of the tentacular grip of the Germano-political devil-fish, unable to do so, and also in mortal terror of their positions if they oppose it or express impatience at its existence, since the German board members have but one principle of official action, and that is to intimidate or hunt down any teacher of English suspected of being opposed to the Deutsch. Indeed, the present whelp-horse of the German said at one time in one of the city schools that in regard to the value of this branch teachers of English were not only not to express any opinion but not even to entertain any opinion.

If this branch were merely harmless, the city might be able to humor the Germans in their whim to have their language in the schools, just for the sake of having it there and for no other reason; but as it is made an element of waste to those who do not want it, of annoyance and fear if not of positive danger to the teachers, and a cause of bad blood in the board, it should go and it will go.

—It is proposed to set apart the tract of land upon which the giant trees of California stand as a national park.
THE LIBRARY.

NEW BOOKS RECEIVED.


Professor Salisbury is well known, especially in Wisconsin, as a first class instructor at teachers' institutes. In the State Normal School at Whitewater he holds a professorship of History and English Language, and is recognized as one of the clearest thinkers and readiest talkers on his favorite subjects to be found in that state. It is to be expected then that what he says in this little book will be clear and correct. Had he attempted to give us an extensive treatise on the subject we might have found some obscurity, or perhaps some doubtful doctrine, but he has judiciously restricted his course to the simple and essential elements of the science. Of course orthoepy and phonology go together, at least in the practical work of the schools, and so he gives us here a uniform and harmonious treatment of the two. The work stands alone, and it will be some time before anything else can take its place. It treats of an important subject, necessarily involved in all school work; it should therefore be studied by every teacher. It is a pity the binders did not think more of it.


Prof. Curtis is, indisputably, a learned man, and he has brought to this work a vast amount of erudition. But "much learning" is not what is needed in a refutation of Ingersoll's views. It is because Ingersoll does not print his lectures with foot-notes and marginal references that he 'has so large an audi-

The Bible: Its True Character and Spiritual Meaning. By Rev. L. P. Mercer, Union Swedenborgian Church, Chicago. Chicago: Jansen Mc-

The author states in his preface that the object of this volume is to present the teachings of Swedenborg in a form likely to reach those who might otherwise remain in ignorance of them. Very little is popularly understood, and as much is misunder-

This little volume presents in condensed form many of the be-


"The first point in teaching reading is to regulate the Apparatus of Speech." "The second point in teaching reading is to make pupils pronounce the elements of speech correctly." "The third point in teaching reading is to distinguish the tones of the voice." "The fourth point in teaching reading is to group the words of sentences according to their mutual relations." "The fifth point in teaching reading is to emphasize the sense." "The sixth point in teaching reading is to graduate the qualities of high and low pitch, weak and strong force, slow and quick time." "The seventh and last point in teaching reading is to express the sentiment." Under these heads the author develops his system. The essay is full of valuable instruction. It may be had for fifteen cents.


In noticing the Inductive Series of Arithmetic a few weeks ago in these columns, no mention was made of this first book of the series, but the omission was unintentional. There are two books in the series, and all that was said of the general plan of the larger book will apply to the smaller. In this the object is to teach the pupil to become familiar with numbers, rather than to grasp the principles of the science. To this end objects are represented, afterward concrete examples are given without illustrations, and then exercises upon abstract numbers. The method is carefully adhered to throughout the work, and a faithful following of it cannot fail to develop the mind and lead the way to more abstract and generalized discussions. In binding, the book is proof against any boy under ten years of age.

LITERARY NOTES.

The School Magazine, is a new journal, of the "practical" kind, published at Hamilton, Ont. $1.00 per year (10 numbers). It takes the place of The Quarterly.

The West Virginia Journal of Education has united with the New England Journal of Education, and now Bradford county, Pa., has the honor of publishing a weekly school journal.


One of T. S. Denison's late comedies is The School Ma'am, in four acts, price fifteen cents. If you want something to make fun at a school exhibition, send for this; it contains many good "hits," and will be enjoyed by everybody.

The Missionary Herald, the able and vigorous organ of the American Board for Foreign Missions, begins its seventy-sixth volume in a "new dress," with a greatly improved appearance. The January number, aside from a variety of interesting articles,
is illustrated by a number of engravings of scenes in foreign lands, making a magazine that must be attractive both to old and young. Published by the A. B. C. F. M., Charles Hutchins, 1 Somerset St., Boston, Mass.

Prof. S. W. Straub, our musical friend who advertises his singing books in the WEEKLY, has established a bright and spicy musical journal in Chicago, called The Song Friend. Number Two contains some very fine music; 75 cents per year.

The Atlantic Monthly, beginning with the January number, is printed from larger type on a page considerably larger than the former, and increased to 144 pages. A new Serial Story, by Mr. Howells, begins in the January number, and will run through six months or more.

F. P. Adams, principal of the Central Normal College at Danville, Ind., has prepared for J. E. McKay, "Normal Teacher Publications," a Parsing Book, which is designed as an aid in securing written parsing lessons. It consists of a stiff manilla cover, four pages of rules and models, and forty-four pages of writing paper ruled for parsing exercises. Price, 20 cents. It presents a system of "diagramming" (a word convenient enough but without authority either in use or spelling) which is scarcely an improvement upon others already in use.

Three good stories are given in the current number of Good Company, as follows: "A Basement Story," by Edward Eggleston; "A Hard Bargain," by Horace E. Scudder; and "The Mystery of Gilliflower Inn," by Lizzie W. Champney. A charming pastoral paper, "Acer Saccharinum," in which the maple-sugar season is invitingly anticipated, also prominent as interesting articles of more general value than formerly. This last number of Good Company, as it appears, and Current Notes, by G. I. Jones & Co., Publishers, $2.00 per year; single number 35 cents.

NEW BOOKS FOR TEACHERS.

Compiled from the Publishers' Weekly.

ADAMS, C. F., Jr. The new departure in the common schools of Quincy, and other papers on educational topics. Boston: Estes & Lauriat, 1879. 51 p. 8vo. pap. 50 c.

B. "The public library and the public schools," and "Pleion in public libraries," two papers published a short time ago, and which were issued originally in the Library Journal, and also "The new departure in the common schools of Quincy," a statement of the results obtained through the adoption of newer systems of teaching and a reduction of studies during the past 4 years in the common schools of Quincy, prepared for the association of school committees and superintendents of Norfolk Co., at its spring meeting of 1879.

BALL, Rob. Starwell, Mechanics. N. Y., H. Holt & Co., 1879. 9.750 p. 12 mo. 14sh. this wet. "Brief text books for schools, and for adult readers who wish to review or expand their knowledge of mechanics. In grade the book is intermediate between primers and the larger works of detailed views. The present work offers a short, concise history of the science of mechanics; in the earlier chapters the author has occasionally adopted the method used by Delamotte in his Course elementary of mechanics, and also a few of his illustrations."


The first ed. of this work, discussing the origin and nature of the metric system, was published in 1874; the present ed. includes everything relating to the progress made throughout the world in regard to the metric system during the past 7 years. Index. Author Pres. of Columbia College, N. Y. U., and Pres. of the American Metric Bureau.

PALE PLANTS AND GREEN.

Prof. T. H. McBride, Iowa University.

ARTIFICIAL fermentation is as old as history and as widespread as the dominion of man. The old Greek historians tell of brewing in Egypt and of various fermented liquors in all the old habitations of civilization. The use of wine has come down to us from an antiquity that was mythical when Homer wrote. "From the days of Noah and Alexander to the present time," an old chemistry quaintly says, "the product of fermentation has been employed either to heighten the pleasures, or as an antidote to the cares of this poor life." Even savage nations, whether those introduced to the world by the Romans 2000 years ago, or those presented by Stanley of to-day, seem always to have possessed the secret of foaming drinks. Plain tells of fermentation almost all around the "circle of the earth," and Tacitus, terse and concise as he may be, has found room to tell, that which is most interesting to us, how the old dwellers on the Rhine enjoyed a "liquor from barley or grain fermented into some resemblance to wine." The highly cultivated Roman, his lips probably yet retaining the flavor of old Falernian, seems to have laid a rather low estimate upon the homely beer of our fathers, for he says "corruptus" (corruptus) into some resemblance to wine.

But although the processes and the products of fermentation have been thus long and widely known, the secret forces at work which produced the changes desired have in all times, even to the present, remained a mystery. The idea of spontaneous generation was among the ancient common enough, and they so explained the presence of living organisms in all decaying matter. That fermentation was likewise spontaneous was an explanation sufficiently satisfactory, not to the philosophers of old only but to students even of our own time. In the old chemistry above referred to, I find the following definition of fermentation: "Fermentation consists in a spontaneous exercise of chemical affinity, in a vegetable substance, or solution, in consequence of which its properties are materially or totally changed."

Modern chemistry had long since determined the exact changes which take place in the process, but in all cases the changes were either considered spontaneous or were ascribed to the influence of oxygen (the "acid-maker"). Since the time of that definition (1847), however, a wonderful change of opinion has taken place in respect to this whole subject. Men are not now much inclined to think anything spontaneous, and the diligent labors of many European students, notably of M. Pasteur of France, have totally eliminated all spontaneity from the theory of fermentation, rather have supplanted all theory by definite, accurate knowledge. The story of the long series of experiments by which at last the truth has been brought to light may be found in many of our scientific reviews, and need not detain us here. Let us note briefly the result. All the chemical processes which had been so carefully studied and described are found to be due to the presence of a minute plant, the acquaintance of which the readers of this journal have already made under the name of yeast-plant or Torula, so that fermentation instead of being entirely a physical process is at base the result of the processes of yeasts, and interests alike the chemist and the botanist. The manufacture of beer, of wine, of bread, of everything where yeast forms a factor in the process, is dependent upon the health and activity of a pale colorless microscopic fungus. As there are several varieties of fermentation it has been supposed that
there are as many fungi capable of their growth in fermentable liquids of bringing about the change, but probably Torula, nearly as we find it in yeasts, is responsible for all true fermentation, and only when the change merges into putrefaction does the active agent change, and then not to a non-living force but, the work of the Torulas being finished, another set of similar plants, the Bacteria, take possession and carry forward the work of disintegration. Thus the little plant which affords us our example of unicellular growth and of the simplest method of reproduction by budding, takes up its share of the world's work and claims its share of the interest which ever attaches to the operations of nature] when subserving the purposes of man. For thousands of years Torula has been silently working away, cultivated and preserved, handed down from one generation to the next, and yet its existence was not only never known, but never suspected! There are doubtless hundreds of facts in Natural History waiting the patient labor of those who seek to know; there are multitudes of fungi bleached and pale working weal or woe in the world and it is for the student with his microscope to find them out.

Fungi as a rule are non-producers, that is, they live, for the most part, upon food that has been prepared by others. That this is not because of simplicity of organization is evident from the fact that we find green plants just as simple. There are independent little organisms with the vigorous color of health, as green as the foliage of oak or maple. One of these I introduce here for the sake of comparison,—it is so much like a green Torula. It by no means means such a stir as Torula but lives a quiet unobtrusive life on the bark of trees, on the sides of weather-blackened barns and fences, wherever a little shade favors the retention of moisture. Surely every one has seen it as after a warm shower the little plant spreads its miniature meadows in places such as I have described. People call it "green mould," and yet it is not a mould at all, for it loves the sunlight and the free air, while moulds are proverbial lovers of darkness. If we scrape from a board a little of the green film and examine under a high power, its similarity to Torula immediately appears. Here are thousands of tiny spherules, each with its cell-wall and cell-contents, each a unit, a distinct organism. The similarity is complete so far. But note the color. The plant is green, it possesses chlorophyll, it can manufacture starch. Fair play and sunlight, and Protococcus, for such is its name, can hold its own with the highest vegetation of earth. It can even put up with so poor a habitat as a fence-board or a paling. It does so for two simple reasons: because it can live there, and because there it meets few or no rivals. Torula too, when it can, when it meets fewest rivals. Torula is dormant in the cold; Protococcus fortifies itself with a few granules of oil and covers as the "snow plant" the summits of the Alps. Protococcus brings to the feast of life; Torula carries away the fragments that remain. Protococcus is independent and lends its life to the beautifying of its corner of the earth; Torula is dependent and is lost to the world of color. Protococcus is better known to us by what it is; Torula, better by what it does. Yet, as far as the natural world is concerned, each plant is of equal rank, both are of as much importance as any other and each fills perfectly one of Nature's possibilities.

---A cablegram from Rome brings intelligence that the Pope has approved the appointment of Bishop Elder, of Natchez, to be the coadjutor of Archbishop Purcell, of Cincinnati, with right of succession, and to be administrator of the arch-diocese.

HOME EDUCATION AT SCHOOL

By Helen Gilbert

The education of the home is of infinitely more influence than all which can come after. Its value cannot be estimated. By the reflex of his home upon his character the child is measured from the day he enters the public school until he graduates from the high school or the university. It is felt in all the relations of his social, as well as intellectual life.

The primary teacher who studies the character of her pupils, who tries to teach them more than "One bean and one bean are two beans," which the graded course prescribes, sees from the first day of his school life the effect of his home upon her pupil. And from the very first, the defects of this education must be considered and remedied so far as may be. The twig must be bent very carefully or the tree of the child's life will be hopelessly warped.

And not in the primary grade, alone; but through all the discipline of school, the careful teacher will keep the vital needs of her pupils always before her. She will instruct them in those external orders and beauties which are types of real growth in character and life. Neatness in every particular, is one of the lessons which is too often partially neglected in the home, and must be supplemented in the school. A set lecture on personal neatness delivered before sixty six-year-olds would be as ridiculous as unwise; but there are dozens of ways in which the lesson may be taught, by words as well as by that personal example which is so effectual to the quick perceptions of children.

The observance of those little formalities which help so largely to make or mar the happiness of daily life must be taught, very often, in like manner. The "thank-you's" and "if you please's" of school-intercourse, are more important than might at first thought appear.

"Not little things make up the sum
Of happiness below"

is quoted in their school readers, again and again, and the trite saying with its true teaching cannot be too effectually impressed upon the minds and hearts of the children of our public schools.

THE NORMAL SCHOOLS OF COMMERCE.

M. Jules Simon, former Premier of France, made an address on the occasion of the distribution of prizes won at the late exposition of "The Sciences applied to the Industries." We translate a passage or two:

Such expositions will become more and more the normal school of commerce, and will replace barriers to it by their direct opposite. The struggle will be for the perfection of quality, and moderation of price, instead of tariffs and prohibitions. The expositions of Paris, London, Vienna, and Philadelphia teach this important lesson, that consumption will hereafter seek its supplies whereverin the now easily voyaged world the best can be found.

They teach other lessons too; one, I will adduce, as I think it has especial importance. While our country has ... so many great advantages, yet individually all these are excelled by some nation or other. England, for example, has more coal; America, cotton, etc. Some countries, too, have the immense advantage of peace,—of being at peace among themselves and not obliged to prepare and guard against ambitious or unscrupulous neighbors. The United States, for example, are one vast factory of production, and are bused not with the cares and expenditures of war, or possible war, but with organizing consulates, multiplying sources of information in every quarter and corner of the globe, in facilitating the operations of industrial associations; in rendering their credit more accessible; in increasing the means of transport, by constructing docks, roads, ships, engines, and canals; while we are expending our energies on strife and retributions between violent parties.
How then have we held so high a place in these great expositions? It is from our culture of taste, as all the world knows well. This is true of all France and doubly true of Paris. Let us be alert not to lose this one preeminence. The later fairs have shown evidence that other nations will try hard to equal or excel us. They advance with great strides; our cry should not be a complaint that they copy our patterns, but a cheer of encouragement among ourselves to produce yet better ones. If we have lost the superiority in some lines of fabric, there are others in which none equal us. We are not losing ground, and we need not complain of competitors gaining ground. How have they gained it? Through the extension of Schools, and the greatest school is The World. We must travel more, we must visit their schools, as they visit ours.

If I were asked to condense what I would say into one word, it should be travaillons! (let us to work,) but I would add another in my old capacity of school in strucre, and it should be studious! (let us study!).

THE SCHOOL-ROOM.

THEORY AND PRINCIPLES OF TEACHING.

Teach but one new thing at a time, and always in connection with what the child already knows, that each fact learned may be an additional link in his chain of information.

Give occasionally one minute to the prompt utterance of the sounds of the letters; one to drawing map of the township, county or state; one to repeating maxims, verses, or choice selections in concert.

Let singing have some time each day, and have physical exercises occasionally.

Cultivate the voice, eye, ear, and hand; avoid loud, harsh speaking or singing.

Let about half the spelling in the different classes be in writing.

Give the falling inflection when pronouncing words for spelling; have pupils lower the voice when spelling.

Have pupils rely on themselves when studying and reciting; don't hear a lesson unless it has been well studied; primary classes may be excepted from this rule. Always give short lessons.

Give object lessons frequently to your schools; use objects often when teaching arithmetic, and sometimes use them in geography and grammar classes.

Give instructions frequently in morals and manners; use the dictionary, school apparatus, etc.

Avoid reciting for a pupil or class; it will do the pupil no more good than to eat his dinner for him.

Teach your pupils how to study and to think systematically and connectedly.

In orthography, teach the elementary sounds and their representatives. One cause of so many poor spellers is a lack of familiarity with the sounds of the language, and the principles and rules of orthography. Teach pupils to spell phonetically; call especial attention to substitutes, as e for a in prey, they, etc.; to silent letters and syllabication.

In reading, the teacher should have a variety of methods; he should not sit as a judge merely, but as a teacher, that the pupil's voice, understanding, and perception may be cultivated and developed; that the gems of thought, the beauties of language, and the golden truths of the authors may not pass unnoticed or unappreciated. In no branch of study is a teacher more needed than in reading. One sentence well read is better than any number of pages read without regard to the natural tones of the voice, to emphasis, inflections, and modulation.

In arithmetic, the principles should be distinctly stated, and problems selected as illustrations, remembering that one principle well understood will be of more value to the class than a hundred problems solved without reference to principles. Drill the class, if possible, on each principle, both by the oral and written methods, and often take for illustrations examples other than those found in the regular text-books.

In teaching geography, begin at home, and as you widen the field teach less in detail. Care should be taken to get the locality of every place well fixed in the mind. Map drawing, topical recitations, historical events, are prominent points for the teacher's consideration.

In grammar, commence with language lessons, sentence building, and changing sentences and expressions. The art should precede, or at least be taught with, the science of language.

The theory taught should be supplemented by actual practice. Much drill in writing sentences and original productions, with thorough criticism, is indispensable to the pupil who acquires ability in the correct use of language.

The topical method of teaching history is considered the best. Draw an outline map on the board and write the principal events and dates, connect geography and history as much as possible.

Teach the connection that one event has with others, and if possible get at the reason.

In teaching physiology, begin as a carpenter does to build a house, with the frame (skeleton) and build upon that the different systems, as the muscular system, the nervous system, and detail the members of the class, as a master builder would his assistants, to explain and discuss appropriate parts.

To teach is to impart knowledge—to exhibit impressively. Teaching is more than merely telling or communicating. It means to inculcate, to impress by frequent repetition, to urge on the mind, to lead out and to develop.

The true teacher in any branch of study or with any class will observe the following statements:

1. See that the lessons are properly assigned.
2. See that pupils in reciting or discussing a subject use proper language.
3. See that the recitations are as nearly perfect as possible under existing circumstances.
4. Teaching pupils to draw their own conclusions properly stands above almost any other consideration.
5. Be thoroughly in earnest, and your energy and spirit will cause interest and enthusiasm in the class.
6. Grade your school, for by it you will be able to reduce the number of recitations, give more time to each recitation, favor more thorough work, systematize the operations of school, and improve the discipline.
7. Classify according to scholarship, natural ability, and age. Make reading and arithmetic the basis of your classification.
8. Use school records to furnish a history of the school and of each individual, to indicate to the teacher when he should put forth greater effort, to furnish information to parents, and to furnish educational statistics.

In making your records, mark only absentees, by making a dot in the left upper corner of square, for tardiness in the forenoon, and in right upper corner, for afternoon.

We cannot do better than to give the principles of the art of teaching, as found in the didactics, by Prof. J. H. Thompson, in the course of study for institutes for 1878.

Principles to be thoroughly understood by every teacher:

1. Activity is the law of childhood, acustom the child to do, and educate the hand.
2. Cultivate the faculties in their natural order, first form the mind, then furnish it.
3. Begin with the senses, and never tell a child what he can be led to discover readily for himself.
4. Reduce every subject to its elements, one difficulty at a time is enough for a child.
5. Proceed step by step, be thorough, the measure of information is not what the teacher can give, but what the pupil can receive.
6. Let every lesson have a point, either immediate or remote.
7. Develop the idea, then give the term, cultivate language.
8. Proceed from the known to the unknown, from the particular to the general, from the concrete to the abstract, from the simple to the difficult.
9. First synthesis, then analysis, not the order of the subject, but the order of nature.
10. Fasten every principle by frequent repetition.

The objects of recitation are, to find the daily standing of the pupil, to create self-dependence, to estimate the daily progress of the pupil, to direct the pupil's mode of thought and study, to keep proper incentives before the pupil, to aid in discipline, to add new matter, to impart moral truth, and, in primary classes, to instruct, to drill, and to test.

Questions should be varied, logical, be given to pupils in a miscellaneous order, be put rapidly, and should not hint the answer.

Moral teaching should not be neglected. Direct instruction may be given in a few set lectures, anecdotes or biographies of the great and good, at recitation time, in reading lessons, etc., or from books on morals and manners. Indirect instruction is given by the personal influence of the pupils on each other.—From Iowa Course of Study.

THE TRUE THEORY OF DECIMAL FRACTIONS.

The commonly-received theory of decimal fractions is open to some objections, both logical and practical.

Decimal fractions, so-called, should be regarded as flowing from the decimal system of notation, and not from common fractions, and being governed by the same laws as integral numbers written in the decimal scale, they should be taught at the same time.

It is a mistake to defer the teaching of decimal fractions until common fractions have been discussed, thereby conveying the idea that they are the offspring of common fractions, when in fact only a few common fractions can be reduced to a decimal form, and these decimal forms exist independently of any considerations respecting numerators and denominators.

By a process of reduction, certain common fractions can be reduced to decimal equivalents, but these equivalents owe their origin to the decimal system of notation. It is evident that there is no change in the law of numerator as we proceed from left to right, or from right to left in reading a mixed number written in the decimal scale. The units increase and decrease according to a fixed ratio, viz., 10.

But it will be asked what is the signification of the decimal point if there is no change in the law of notation as we pass it in expressing a number. To make the use of the decimal point clear, it will be necessary to define the term unit. An easy matter it will be said, for it is the first term defined in arithmetic.

A unit is defined as a single thing; but what is a single thing?

A hemp rope considered as a cable, is a single thing, but it is made up of strands, which are composed of other strands, and these are made of yarns; but the yarns are collections of fibres, and the fibres are aggregations of particles, and so on till we reach the ultimate atoms of the substance.

If ultimate atoms exist, of which unthinkable supposition there is no proof except that it explains some facts in physics, the atom is the only true unit, and nothing else is single, except as the mind, for the time being, in view of its use chooses to regard a thing as single.

A number is an expression representing a collection of units, of the same kind, and generally of different sizes, and one of these units in view of the strong idea of unity which the mind for the time being forms of it, may be called the principal unit. Circumstances may compel the mind to regard some other unit in the collection as the principal unit. Multiples of the principal unit are arranged at the left, whatever the scale of notation may be. The principal unit is known, usually, from its position at the right of a number; but if there are subdivisions of the principal unit, these are arranged at the right, according to the same law as the multiples thereof, and then the principal unit is...
made to occupy a position between the extremes of the number, or it may occupy the left hand place, or not appear at all, and hence the use of the \textit{decimal point}. The point shows where the principal unit stands, or would stand, if expressed. In other words, the point indicates the rank of the different orders of units, considered with reference to the principal unit, and it is shifted to the right or left, according as other units are considered by the mind to be principal. Nothing about numerator or denominator in this. There is absolutely no reason why decimal fractions, so called, should be treated separately from integral numbers. The growing tendency to buy and sell merchandise by the cental, or hundred weight, and the sure adoption, sometime, of the metric system, make a change in the treatment of decimals desirable.

\section*{THE STATES.}

\section*{IOWA.}

The following bit of educational intelligence is the Central's only reference to the State Teachers' Association: "N. Messer was the only representative the Keokuk schools had at the State Association." Now, gentle, that is not right. You might have followed the example of some of your contemporaries and have given your readers a short extract from President Shoup's inaugural. For instance the inimitable, fun-provoking "grot story.

The Sioux City Journal hopes that the state of Iow will not go into the school-book business. Communities can regulate that matter for themselves with legislative enactments.

The Wilson school authorities pay $20 per month for instruction in music in the public schools. One lesson per week is given in each room.

The Tipton school district pays six per cent interest on her new bonded loan of $1,500.

Iowa Wesleyan University is trying to raise $10,000 to endow a chair of Natural Science. It is understood that this amount will soon be raised.

A student of Iowa College from Tama county, named Wheaton, was killed recently at Kellogg while attempting to board a freight train.

Edward Russell, of the Davenport Gazette, will address the Third District Press Association at Manchester, Feb. 11, on "The Newspaper--Its Position and Duties as a Public Educator."

County Supt. George T. Cowgill supplies the readers of the Grundy Center Argus with fresh educational news.

Prof. Adams, of Cornell University, an Iowa scholar of genuine worth and ability, has prepared a course of lectures on the financial systems of the leading countries of the world.

The Ft. Dodge Gazette says the Normal School is overfowling this term.

Iowa has seven lady superintendents.

The enrollment of students at the State University for the first term of the college year was 230 in the collegiate department, 124 in the law department, and 162 in the medical department.

The Legislature will be asked to appropriate $20,000 for the State Normal Schools.

Mr. E. F. Paddock, Manchester, will see that the proper educational matter is printed in the Delhi \textit{Monitor}.

Ex-County Supt. Williams, Mahaska county, a gentleman whom it is a pleasure to meet, has begun the study of law. May he be entirely successful in his new field of labor.

Emmett county has but 547 children of school age.

Ex-State Supt. A. S. Kissell having resigned his position as principal of Manchester Academy, Mr. Walter H. Butler, of La Porte City, has been chosen to take charge of this growing institution.

Miss E. F. Frink, Superintendent of Cedar county, spent the holiday vacation with relatives in Troy, N. Y.

Albion Academy has a productive endowment of $10,000.

The Western Iowa Teachers' Association held an interesting session Dec. 26 and 27, 1879, at Stuart.

\section*{WISCONSIN.}

Co. Supt. James T. McCleary, of Pierce county, sends the \textit{Weekly} a scheme of work for the winter meetings of teachers in his county. It shows that there is thorough work done in that county, at least by the county superintendent.

\section*{INDIANA.}

The recent death of Judge Samuel E. Perkins, of the Indiana Supreme Court, calls to mind the decision of 1858 in regard to school taxation, the result of which was the temporarily breaking down of all the public schools of the state. The Indianapolis Herald contains the following reminiscence of that bad piece of work.

It was in 1858 that the supreme court, Judge Perkins delivering the opinion, crushed all the free schools dependent on local taxation by declaring the law authorizing them unconstitutional for want of "uniformity." The case, as we remember it, came from Lafayette, and the recusant taxpayer was the banker Fowler. At all events the schools of this city and of all the towns in the state of Evansville and what was at one time a special school district, had a special tax levied by different rates, under the general law, were ruined. The houses were closed, some of them turned into occasional brothels for street walkers, and some were rented to private teachers. Public meetings were held and aid was given to maintain the schools by private subscription, but the democrats resisted, almost uniformly, and the project failed. The disastrous effect of this decision was felt for five years. The law was held invalid, under the constitutional requirement of a "uniform form system," because the tax levied by different rates, in different towns and townships was not uniform. Some levied more than others. The law was of uniform operation, however, varied only by the inclination or sources of the localities, and no other uniformity was possible, or could possibly have been intended. It applied to all parts of the state alike, and said to each, "tax yourself what you think proper to give your children a free education." That was in the very spirit of the constitution.

The recent meeting of the Indiana State Association was a marked success in every particular. Several causes combined to make the meeting of a year ago much smaller than usual, among which the chief were the extreme cold weather and the distance of the place where it was held (Fort Wayne) from the center of the state.

The meeting this season was undoubtedly all the larger and more interesting from the fact that many who were unable to attend at Fort Wayne had had their appetites whetted by long abstinence.

Masonic hall was crowded with an audience of five or six hundred at almost every session. There were no failures on the part of those who had leading papers to read and very few failures on the part of those who were to take part in the discussions. The exercises therefore, under the firm and able management of President J. T. Merrill, moved off promptly according to card. The discussions for the most part were directly to the point and forcibly presented. All had apparently made faithful preparation, and indeed some of the discussions seemed to have more pith than the leading papers which they followed. A larger number of ladies than usual had papers on the program and all did justice to their themes and honor to themselves.

Although the college men had held their own meeting the week before, they were on hand in person and with voice to help along the work of the common school teachers. The venerable face of Dr. Tuttle is always an inspiring sight among a body of teachers; Dr. Moss of the State University, and Dr. White of Purdue, are men whose presence adds dignity to any gathering, and they with many other college men were faithful attendants throughout. The readers of the \textit{Weekly} probably would not care to have an analysis of the papers read, even if it were possible to give it within a reasonable space. One thing however, was noticeable in the make-up of the program and in the spirit of the discussions: the cry of alarm for the perpetuity of the public school system or of any part of it was raised by no one. There was no pleading or expostulating with a hostile public sentiment. Even the addresses of Ex-Gov. Hendricks and Gov. Williams, were cheerful and friendly in tone. The only questions of interest seemed to be, "How shall we make our work in the school and in the community more effective and useful?" A spirit of manly independence seemed to pervade every utterance. The personnel of the Association was above the average of such gatherings and a finer looking gathering of earnest men and women one would hardly expect to see assembled for any purpose whatever.

The State University has shown great enterprise in securing a course of lectures from Richard A. Proctor to be given at the college chapel in Bloomington on the evenings of Feb. 2, 3, 5, 6, 9, and 10.

The lectures are made free to members of the University, as also to the teachers of the state and all high school pupils throughout the state. To all others course tickets for the six lectures will be furnished at one dollar each or twenty-five cents for a single ticket. If this is not giving a \textit{quid pro quo} it would be hard to find one. If the other eminent lecturers of this country and England could come down to such a financial "bedrock" as this we are inclined to think that the popularity of the lecture system would receive a new lease of life.

G. Dallas Lind, formerly of Iowa, is now teaching Natural Sciences in the Central Normal College at Danville, and is assistant editor of the \textit{Normal Teacher}. Mr. Lind is author of the recently published book entitled
"Methods of Teaching in Country Schools," and also of "Normal Outlines of Common Schools" in press. These works are published by J. E. Sherrill, editor and publisher of the Normal Teacher, Danville.

Institutes were held at a few points in the state during the holidays. We have full reports of the one held at Mishawaka, St. Joseph's county, under the direction of Supt. Moon. It seems to have been very successful in every respect.

O. S. Smith, for many years Superintendent of the Rockport schools, and lately Republican candidate for State Superintendent, has become editor of the Danville Union.

The Crawfordsville Journal contains the following interesting memorandum in regard to the tenure of office of county superintendents,

"It will be remembered that Boone county had a contest over the office of County Superintendent. It occurred in this way: On the day fixed by law the two candidates for the same office cast their votes. Six of the Trustees were Republicans, five were Democrats and one a Greenbacker. They commenced balloting and continued until 118 ballots were cast, each party voting for its own candidate at each successive ballot. Neither would make any concession, and an adjournment was effected. The Auditor called the Trustees together again and they met in a few weeks afterwards. At this meeting all the Trustees were not present, the absentee maintaining that such an election would be illegal. Those present, however, proceeded to an election and chose W. H. Dickerson. Dickerson demanded the office from T. H. Harrison, the incumbent, who refused to surrender on the grounds that he was elected two years before he was elected to serve until his successor was elected and qualified. He maintained that his successor had not been legally elected for the reason that the law fixed the day upon which the election shall take place. This not having been done he contended that he was entitled to hold the office for another term. Dickerson brought suit against Harrison and the case was taken to the Supreme Court and decided a few days ago. The Court held that the Trustees having failed to elect on the day fixed by law an election on a subsequent day would be illegal. Harrison was therefore entitled to hold the office until another legal election was held."

The statement last week in our report of Pres. J. T. Merrill's address that he recommended more time to be given to making statistics, was not exactly correct. What he said was this: "We need to exercise careful thought in demanding and honesty in making statistics. More time, perhaps, should be spent by those who demand statistics, in order that less time may be consumed in making them, and in order that only the valuable may be required. The schools should not be run in the interests of statistics, and only such as are of vital importance to the cause of education should be gathered at the expense of thorough and live instruction."

By oversight of proof reader last week, the report of the State Teachers' Association was not credited to "N. A." as it should have been. It was sent directly to the office of publication by an esteemed correspondent from the southern part of the state, and was not subjected to any emendations by the State Editor.

MINNESOTA.—Northfield College.—On Dec. 23, 1879, "Willis Hall," the main building of Carleton College, was totally destroyed by fire. At the time of the fire there was a driving snow storm and the weather was intensely cold, and, though Faculty and citizens exerted themselves strenuously, no headway could be made against the fire. Some of the furniture, the piano, a small portion of the library, and some other property was saved. But the loss, however, in the chemical laboratory, the library, the cabinet, and the students' rooms, was great. The Observatory, being at some distance from "Willis Hall," met with no loss.

Citizens and Faculty were at first struck with consternation and were nearly paralyzed, wondering what could be done. But it was only a momentary shock. Faculty and Trustees roused themselves to the austere demands of the occasion, and by vigorous efforts and energetic action, comfortable quarters were found. Meanwhile work will be done in temporary quarters as well as cir-

ILLINOIS.—The educational building to accommodate future school exhibits on the fair ground is an assured success. On the last day of January a teachers' institute will be held in the new high school building at Ottawa. Carter of Peru, Hoffman, and Larkin of Streator, Jenkins of Mendota, Brady of Marseilles, and Böltwood of Ottawa are on the program. La Salle county has a number of strong school teachers within her borders now.

Principal Bourn of Woodstock, Ill., has introduced military training among the boys of his school. It is said to meet with a great deal of favor.

Miss West lectured at Victory, Knox Co., Sunday evening, Jan. 18, on the subject "The Relation of our Common Schools to our National Life." Will county seems to have a teachers' institute almost every week. They are not confined to the country districts but are frequently held in the principal towns.

The East Side Schools, Champaign, had an enrollment of 320 during December, and no case of smallpox.

Supt. Slade has just issued his circular, which we will publish next week, relative to the examinations for state certificates. The examinations will be in August, and at ten different places in the state, all upon the same days. The same general plan will be followed this year as last; but the examination will extend over four days instead of three.

The Comparative Examinations will be held this year Feb. 20 and 27. The State Teachers' Association at the meeting at Bloomington recommended that the examination be attempted this year only in the ungraded schools; and the committee of the Association which has the matter in charge will send out questions in Language, Arithmetic, Geography, History, Common Things, Letter Writing, and Spelling. They will send out a circular with reference to the examination as soon as it can be printed.

The State Board of Agriculture offer premiums for school work this year the same as last. Supt. Slade will send out the premium list in a few days. The handsome premiums offered, and the promise of a separate room for the display ought to incite the schools of the state to send in a goodly amount of creditable work.

F. W. Conrad of Normal Class of '74, is making quite a reputation in the schools of California. The literary society connected with his school had a re-union on New Year's night. It seems queer to us of the "Sucker State" to read that the walls of their room were decorated with flowers fresh from the field.

Prof. Edgar Hawes of Annawan (Henry Co.) schools is making quite a reputation as an elocutionist. The local papers give him very fine notices.

Prof. Justin E. Dow, late of Boulder University, Colorado, is spending the winter in Peoria.

Prof. LeRoy Bates of Lewistown, Fulton Co., has started an Educational Department in the Democrat of that place.

The teachers of Galesburg Public Schools have engaged Prof. Hamill to give them ten lessons in elociution. It is refreshing to find once in a while a body of teachers who are making a united effort at improvement.

The Knox Co. township institutes do much to keep up the educational interest throughout the county.

Bureau Co. has had institutes recently at Princeton, La Moille, Wyanet, and Malden. Another is announced for next Saturday, the 24th, at Ohio Station.

KANSAS.—The Southeastern Kansas Teachers' Association held a meeting at Fort Scott Dec. 25, 26, and 27. Several papers were read, among them Prof. Jos. H. Brackett's paper, "Our Companies," by S. M. Cutler, of Fort Scott, and "Relation of our Public School System to our Civil Institutions," by R. B. Welch, President State Normal School at Emporia. The first mentioned paper made a good point on methods of conducting recitations in favor of
written exercises. Mr. Welch's paper was scholarly, and worth printing. Discussions were numerous and spirited, but aside from the two papers mentioned were composed principally of laudations of Kansas schools and Kansas methods.

State Supt., Lemmon gave the astounding information that "more than a dozen leading European cities, including Paris and London, have copied and are now using KANSAS METHODS in their schools," and "even Germany with old Froebel has come to learn of us."

The theory that "every high school should have a curriculum of its own adapted to its own locality, and that the University must adapt its course to the high schools" was beautifully conglutinated with ego until the whole thing ended in a muddle. If the excessive pride and conceit of these people can ever be subdued, there may come some good out of these meetings, but until that happens they are only a waste of time and traveling expenses. A.

MICHIGAN. — G. A. Osings, the new principal of the Parma school, is reported by the Jackson Citizen as doing excellent work.

Prof. McClellan of the Concord schools has resigned, in order to accept a position in the schools at Burlington, Iowa.

Barry county has 8,057 children included in its last school census, of which number 6,856 were enrolled in the schools last year; 314 teachers were employed during the year, to whom $24,029.45 wages were paid.

ANN ARBOR, Jan. 17, 1880.

DEAR SIR: — At an informal meeting of men interested in the professional education of teachers, held in this city, Jan. 2 and 3, 1880, it was resolved to hold another meeting of the same character at Put-in-Bay, in July next, on days to be determined hereafter. It was also resolved that at this proposed meeting the following topics should be presented by persons to be selected for the purpose:
1. Essay towards the formation of a body of educational doctrine.
2. The unification of professional instruction in normal schools.
3. The relation of normal-school work to the State.
4. The education of the public with reference to normal schools and their work.
5. The relation of academic to strictly professional work.
6. The relation of model and training schools to normal school work.

This preliminary announcement is addressed to you in the hope that you will give this movement your support, and will notify the undersigned as to whether you can attend the meeting or not. A formal notice of the time, place, and topics for discussion will be sent you at an early date.

Very Respectfully,

W. H. PAYNE.

UNIVERSITY OF MICHIGAN, Chair of Education.

The Manchester Enterprise says that the union school in that village is in a prosperous condition, under the management of Prof. Robinson.

The principal of the Schoolcraft high school has resigned, at the request of the school board. He has met with severe opposition ever since he took the position.

The St. Joseph County Advertiser reports the schools in Constantine as crowded with pupils, and apparently in a very hopeful condition. The high school is attended by an unusually large number of non-resident pupils.

C. B. Grant and Dr. Charles Rynd's terms of office as Regents of the University expired January 1st. James Stearner of Bay City, and E. O. Grosvenor, of Jonesville, take their places on the Board.

Prof. T. P. Wilson, of Cincinnati, who has been appointed to succeed Prof. Gatchell (lately resigned) of the Homoeopathic Medical College, has entered upon his duties.

The following officers of the State Teachers' Association were elected at its late annual meeting: President, C. B. Thomas, of Saginaw City; Vice Presidents, J. M. French, of Marshall, and E. P. Church, of Greenville; Secretary, Z. C. Spencer, of Tecumseh; Treasurer, Z. Truesdell, of Pontiac; Executive Committee, Kendall Brooks, of Kalamazoo, Austin George, of Ypsilanti, Julia A. King, of Charlotte, W. J. Beal, of Lanning.

Oliver G. Owen is reported as meeting with gratifying success as superintendent of the Lapier schools.

N. H. Hayden, principal of the L'Anse schools, reports the schools under his care as being in a very prosperous condition, a marked degree of energy and improvement being manifested throughout.

The Allegan schools are under the supervision of E. D. Barry, assisted by 11 associate teachers. The number of pupils enrolled during the fall term was 519, with an average daily attendance of 401.

Ingham county has 133 school districts, reporting 1,046 children of school age, of whom 7,879 were enrolled in the schools last year; 89 male teachers and 259 female teachers were employed, at an expense for wages to males of $14,583, and to females of $23,855.

One important feature of the recent meeting of the association was the various exhibitions in the committee rooms. Prof. Henry H. Fick of the Cincinnati public schools had a large exhibition of pencil, crayon, and colored drawings, portraits, working plans of machinery, original patterns for paper, oil-cloth, cabinet work, etc., executed by pupils of those schools, many of them said to be very creditable. The East Saginaw schools had an exhibit nearly as large and quite as creditable, besides some beautifully ornamented cups and saucers from original designs by pupils. There were also small exhibits from Hastings and Grand Rapids. It is a noticeable fact that the best specimens had German names attached, and while the girls excelled in purely fancy designs, the boys were superior in portraits, animal pictures, and architectural drawings.

A. M. Shotwell of Concord, a blind man, had a very interesting exhibition of appliances for the blind, consisting of printing, the New York point alphabet, a ciphering slate, ridged backs for holding paper, enabling them to write on straight lines, etc. It excited much interest. Mr. Shotwell also publishes a paper in the interest of this unfortunate class. Another room contained specimens of drawings and maps, showing something of the work in the University.

OHIO—Prof. John Ogden, of Worthington, and Prof. Williams, of Delaware, conducted an institute at Zanesville during the first week of the holiday vacation.

Miss Ella Robb, formerly teacher of Latin in the Ohio Central Normal School, has accepted a position in the Bracken County Academy, located at Augusta, Ky.

The O. C. N. S. began its winter session on the 6th inst., with increased attendance and under very promising circumstances. Efforts are being made by several of the leading educators of the state to make it supply the place of a state normal until such time as the Legislature shall act in the matter. Steps are being taken to incorporate it under the laws of the state.

THE HOME.

LITTLE TRACKS AROUND THE DOOR.

I am thinking just now of the jolly old days
That will never come back to us here any more,
When we had chubby babies, all full of their plays.
And they made little tracks in the mud 'round the door.

Sometimes I was vexed at the trouble they made,
At the playthings all scattered around on the floor,
At the mud they brought in from without as they played
When making those dear little tracks 'round the door.

'Tis strange that it never occurred to my mind
That the years in the future had sadness in store,
When as age crept upon me I should find
That the tracks were all gone that they made 'round the door.

My hair now begins to be sprinkled with gray,
And my soul will be sad, and my heart will be sore.
For my babies have grown older, and all gone away,
The footsteps have vanished which they made 'round the door.

There's one little shoe put away in the chest,
About four inches long—I should judge 'twere no more;
I'll preserve it with care till I go to my rest;
It is just like the tracks that it made 'round the door.

Q! if I could live those days over again,
And have all those troubles that plagued me before,
I would never be vexed as I used to be then;
They might play in the mud and make tracks through the door.

I want my babies back, for the nights are so still;
There are no baby fussings nor cries any more.
I want to be bothered and plagued to my fill,
And to see little tracks once again 'round the door.

Must we two forever dwell sadly alone?
Our poor weary hearts be made glad never more?
Ah, yes, it must be; our babies are all grown;
There will be no more dear little tracks at our door.—Inter Ocean.
THE KINDERGARTEN.

The Convention of Kindergartners which took place at Detroit on the 10th and 11th of December was a very pleasant and profitable affair, although the attendance was not large. However, a great number of letters were sent in by persons unable to attend, but sympathizing warmly with the movement. Mr. W. N. Hallman, editor of the New Education, presided at the meetings. In stating the objects of the convention he showed clearly that the principles of the new education, as announced by Froebel, are in full harmony with the yearnings of earnest, progressive teachers, that they are not a new revelation, but the growth of time; not a monopoly of a favored few, but the privilege and property of all. He expressed the hope that these meetings would have a tendency to do away with an unfortunate hostility which too often estranged teachers and kindergartners, and which seemed to be due to a great extent to mistakes on the part of kindergartners, who —unacquainted with the history of education—failed to distinguish the old from the new in Frosel's teachings, and —who—not appreciating the law of progress—deemed advance from Froebel impossible.

An interesting letter from Mrs. A. H. Putnam, of Chicago, was read, which bears testimony to the peculiarly broad and liberal spirit that animates her work. She says among other things: "If I understand Froebel rightly, what the child does in the kindergarten is only of value as a means of building up experiences which he takes home and tests with other playthings." And in another place, "I very much doubt if there can be really satisfactory work done, until the kindergartners themselves have learned to take broad and deep views of life. This matter of education is so vital, and here, at the beginning, we have all the threads, as it were, in our hand; a twist or a small now makes far more trouble than later, when the children have the power to resist. Do you think the time will come, when a realizing sense of the importance of psychology will dawn on the minds of those who are engaged in normal schools? I think a teacher has as much need of the power of a correct diagnosis of his pupil's mind, as a physician has for the body's ailments."

Interesting communications giving detailed accounts of the progress of kindergarten work in the respective localities were received from San Francisco, St. Louis, Chicago, Columbus, O., Cleveland, Montreal, and other cities. Miss Eleanor Beebe, of Racine, Wis., who lately returned from a successful kindergarten experience in Denver, Colo., read a paper entitled "The Blind leading the Blind," in which she demands that not only teachers, but also parents, nurses, and Sunday school volunteers ought to be prepared for the work of education.

Another paper, by Prof John Ogden, President of the Central Normal School, at Worthington, O., discussed in a masterly manner "The Need of More True Kindergartens."

The feasibility of "Public Kindergartens," as well as the "Organic Connection of Home, Kindergarten, and School," and the "Importance of Early Moral Training" were fully discussed by the members.

At the conclusion of the Convention, it was determined to postpone a permanent organization of the "Western Kindergarten Association" until next summer, when a fuller attendance could be had. Nevertheless a Provisional Platform was adopted, and all kindergartners, as well as all earnest friends of the cause among parents and teachers, are cordially invited to join the association.

This platform puts stress upon the importance of early training; on the need of preparation for the work of education of all concerned in it on the basis of physiology and psychology; on the greater importance of habit over your knowledge and of training over mere instruction and precept, and on the pernicious influence of pedantry and routine in all educational work. It calls upon the members of the association to seek ever more light on the subject of child growth by careful observation of children, and to aid in the establishment of mothers' classes, Kindergartens of all descriptions, private and public.

Prof. W. N. Hallman, of Detroit, Mich., was made provisional manager of the affairs of the association, and declarations of membership, as well as other communications, should be addressed to him.

The Supreme Court of Maine has rendered a decision sustaining the Republicans in every material particular, and that party is now in lawful possession of every department of the government.

About a dozen Ute Indians are in Washington, among them Chief Ouray, awaiting the result of the investigation now in progress by the House Committee on Indian Affairs as to the cause of the late outbreak.

JONES' DREAM.

Translating from the original and adapted to the weather.


It was the year of grace, 1850, and the first day of the year. Dennis Duval was plodding along on horseback through the mud and the mist when he met, at the section corners, Mr. Paul Jones, a neighbor, who was mounted like himself, and the two headed their horses into the same lane and jogged along together. Duval gave Jones a "Happy New Year" as they met, to which Jones replied in a low monotone, "The same to you," and then became silent. The splash of the horses' feet was the only sound heard for several rods, when Duval broke out:

"What's the matter, Jones? I never saw you look so tore up in my life. You're always counted the best man in the business for a joke; but you don't look much like it to-day. What's the matter? Anybody dead?"

Jones looked up, gave a kind of grim and ghastly smile, and then replied:

"No, there ain't anybody dead, but I dreamed there was, that's all," and again he was silent.

Nothing but splashing for the next eighty rods, at the end of which Duval again made an attempt at conversation:

"You dreamed there was? Who'd you dream was?"

"Myself," said Jones, with a wink and a sly grin from under his slouched hat.

"That you was?" said Duval; and then there was silence again.

At length Jones heaved a deep sigh, straightened himself in his saddle and spoke as follows:

"Yes, I dreamed I was dead. Didn't dream much about the dyin' part, but the first I knew I was standin' afore a gate and waitin' to get in. I waited around a while, and nobody seemed to care; so I stepped into a kind of a little office just to one side of the gate to wait. 'Twas a nice kind of a room, not being big, and I was goin' around it, lookin' at things, while I was waitin'; and first I knew I saw a big book like a ledger, set up on a desk, or frame like. I kind o' wondered what it was, and as it was right out in the room where anybody could see it, I went up and looked at it, and as sure as I'm a sinner, there stood my account.

It was headed in good style, 'Paul Jones, in account, etc.' Dr. on one side and Cr. on the other. It kind o' took me back a little to run onto it so sudden, but I'd been thinkin' about it more or less all the time I'd been waitin'. Well, nobody'd come yet, so I got to looking over the account. The first statement was, 'General business account,' and I don't want to brag, but I had a pretty fair showin', take it all round. I was charged up with some things, just as I deserved to be, but in the main I confess I was pretty well pleased with the way the account looked.

"Well, then came on the 'Church and Benevolent Society account,' and that made a fair show, too. You see I've always had considerable to give, and I've liked to give pretty well, and so I've given a good deal one way and another, and it was all down all right. There was one or two charges though, on the other side, that got me a little. For instance, there was, 'neglecting meetings,' and 'giving for personal benefit,' and 'giving for the sake of public approval.' That got me a little; but I stood that pretty well. I went on down to the 'widows and orphans account,' which was in pretty good shape, too, and I was begin-
nin' to feel pretty good, when I struck 'school director's account!' and I tell you, Duval, my heart struck the bottom of my boots like lead. You see I'd never thought about running an account with that headin' anyhow. But there it was, and I had to face it."

"Well, as soon as I got my breath, I took a look at it. I don't tell you all there was there, but it just makes me sick now to think about it. Why the Dr. columns run on for about six pages, and here's about the way it went:

"Item—Neglecting to keep school house in repair, on account of which Geo. Newcomb's little girl caught cold and died, and several children suffered severely. [See testimony of Newcomb's little girl.]

"Item—Neglecting to stand by the teacher when some middle-some people in the district tried to break up the school.

"Item—Neglecting to sustain the teacher when he attempted to coerce a few bad, big boys who were trying to run the school.

"Item—Hiring Mehitabel Parker (you see she was my wife's cousin, and had been spending the summer visitin' us,) to teach the school, she being young and inexperienced, when Hiram Samson could have been hired in her stead, he being an experienced and accomplish'd teacher, the change being made for the sake of saving five dollars a month.

"Item—Neglecting to visit school and personally inspect the work of teachers and pupils.

"Item—Neglecting to confer with teacher and patrons about the interests of the school, and so on. Here it went page after page, all charged up.

"Item—Neglecting to insist on uniformity of text-books, and so greatly crippling the school,

"Item—Allowing private family quarrels in the district to interfere with and weaken the school.

"I can't give 'em all, but they made my hair stand on end when I read 'em.'

"Was there nothin' on the other side of the account?" put in Duval.

"Well, yes; clear on to the end there was just one item, and that was: 'Credit, by balance, for serving as school director for nineteen years without pay, and subject to the grudges and slanders of the whole district."

And the old man winked slowly with both eyes, as he looked his companion in the face. He then proceeded:

"That let up on me a little, but even that couldn't make me feel just right, and I was pretty well down in the mouth about business, when I heard the door open, and I turned around to see who had come, and it was my little girl, who came to tell me breakfast was ready and wish me 'a happy New Year.' Well, I got up, eat my breakfast, but I kept thinking of my dream, and I just made up my mind that I'm going to do what I can for the rest of my natural life to make a better lookin' record than that, when the time really does come that I have to face it. There's our school house now, with no foundation under it, half a dozen panes of glass out, a poor stove, cracks in the floor, the plastering off in three or four places, so that the wind blows right in; the outhouses without roofs, and their sides half torn off, and I don't know what else; and I'm on my way now to call a meeting of the board to fix things up, and if they aren't better'n they are now inside of a week, why my name ain't Paul Jones, that's all, and if ever I hire a teacher for any reason except because he's the man for the place, it'll be because I got fooled. Good morning.'"

And at the section corner they splashed away from each other at a right-angle, Jones to call the board together, and Duval to tell a reporter of Jones' dream and its results.—Bloomington Pantagraph.

STUDY A CHILD'S CAPACITIES.

A TEACHER might as well scold a child for being near-sight ed as for being naturally dull. Some children have great verbal memory, others are quite the reverse. Some minds develop early, others late. Some have great power of acquiring, others of originating. Some may appear stupid, because their true spring of character has never been touched. The dunce of a school may turn out in the end the living, progressive, wonder-working genius of the age. In order to exert the best spiritual influence, we must understand the spirit upon which to exert the influence; for, with the human mind, we must work with nature, and not against it. Like the leaf of the nettle, if touched one way, it stings like a wasp; if the other, it is softer than satin. If we would do justice to the human mind, we must find its peculiar characteristics, and adapt ourselves to individual wants. In conversation on this point, with a friend who is now the principal of one of our best grammar schools, and to whose instruction Hook back with delight, "Your remarks," said he, "are quite true; let me tell you a little incident which bears upon this point. Last summer I had a girl who was exceedingly behind in all her studies. She was at the foot of her division, and seemed to care but little about her books. It so happened that, as a relaxation, I let them at times during school hours unite in singing. I noticed that this girl had a remarkably clear, sweet voice; and I said to her, 'Jane, you have a good voice, and you may lead in the singing.' She brightened up, and from that time her mind seemed to be more active. Her lessons were attended to, and she soon gained a high rank. One day as I was going home I overtook her and a school companion. 'Well, Jane,' said I, 'you are getting along very well; how happens it you do so much better than at the beginning of the quarter?'

"I don't know why it is,' she replied.

"'I know what she told me the other day,' said her companion.

"'And what was that? I asked."

"'Why, she said she was encouraged.'"

Yes, here we have it. She was encouraged. She felt that she was not dull in everything. She had learned self-respect, and thus she was encouraged.

Some twelve or thirteen years ago, there was in the Franklin school an exceedingly dull boy. One day the teacher, wishing to look out a word, took up the lad's dictionary, and opening it found the blank leaves covered with drawings. He called the boy to him.

"Did you draw these?" said the teacher.

"Yes, sir," said the boy, with a downcast look.

"I do not think it well for boys to draw in their books," said the teacher; "and I would rub these out, if I were you; but they are well done. Did you ever take lessons?"

"No, sir, said the boy, his eyes sparkling.

"Well, I think you have a talent for this thing; I should like you to draw me something when you are at leisure, at home, and bring it to me. In the meantime, see how well you can recite your lessons."

The boy felt he was understood. He began to love his teacher. He became animated and fond of his books, and won the
medal before he left school. After this he became an engraver, laid up money enough to go to Europe, studied the old masters, and is now one of the most promising artists of his years in the country. After the boy gained the medal, he sent the teacher a beautiful picture as a token of respect this day, reported in Kilkenny.

The world

—Great destitution continues in Ireland. Another death from starvation is reported in Kilkenny.

—Russia declares in formal notes to Austria and Germany that she has no warlike purpose in concentrating troops on the Polish frontier, and will withdraw them if requested by those governments.

—A third conquest in Tokio, Japan, within seven years, has swept over miles of ground, and rendered 50,000 persons homeless. The loss of life is estimated at 100 souls.

—A telegram announces the discovery of Masonic emblems in the formation of the obelisk at Alexandria. Under the pedestal on which it was set up by the Romans drawings were made, and the emblems were preserved as they were found.

—Some of the glass lamps used by Edison have not stood the test of the electric light, and he is yet experimenting to obtain a perpetual light which is at the same time cheap.

—The life is estimated at

—The language. Mr.

—September in

—postpaid

—It will be satisfactory but too expensive. He is therefore trying to get a lamp which is perfect and cheap also.

—The favorite selections.

—endeavoring to

—make

—JAMES P. SLADE,

—State Superintendent.

ILLINOIS—STATE CERTIFICATES.

I have been requested by a number of the teachers of the state to publish in THE EDUCATIONAL WEEKLY the names of the persons to whom State Teachers’ Certificates have been issued, and in compliance with this request present below a full list, so far as shown by the records of this office, with dates of the certificates.

JAMES P. SLADE,

—State Superintendent.

<table>
<thead>
<tr>
<th>Names of successful Applicants</th>
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<td>James H. Blodgett</td>
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<td>Alfred Comings</td>
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<td>John E. Pettitl</td>
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<td>Marilla M. Towle</td>
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<td>J. B. Roberts</td>
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<td>Rev. C. E. Smith</td>
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<td>Sarah E. Beers</td>
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<td>Reuben H. Stanton</td>
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<td>Samuel M. Dickey</td>
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<td>Jephthah Hobbs</td>
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<td>M. D. Carr</td>
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<td>Geo. H. Bowman</td>
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<td>J. H. Steckney</td>
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<td>Electra W. Abbott</td>
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<td>C. A. Singletary</td>
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<td>C. S. Edwards, Jr.</td>
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<td>Libbie E. Kennedy</td>
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**PUBLISHERS’ NOTES.**

The merits of the WEEKLY are sufficiently proved.—*Echo*. T. Briscoe, Charlotte Hall, Md.

—*Vicks’s Educational Prizes,* by James Vick, Rochester, N. Y.

Did you read his advertisement last week?

The sharpest and best put sentences on the lives of our profession that have appeared in the country are found in the columns of the WEEKLY.—*Swift*. Aaron Gove, Denver, Col.

It will pay every teacher in Chicago to hear Professor Proctor in one of his lectures next week. He will be in Chicago only four evenings—Monday, Tuesday, Thursday, and Friday; and it is likely the small hall engaged will be unable to contain all who will desire to attend.

The WEEKLY is continually growing in value and importance. The great mass of the periodical papers of the country, by its able and lively editorial, its collection of educational news, together with articles of important decisions in school matters, has become the means of valuable information to the students and teachers.—The Illini.

We are glad to note an important enlargement and other valuable improvements taking place in the WEEKLY. Some one hundred and fifty prominent educators have been engaged to furnish articles for its columns in the course of the current year, and no teacher or intelligent person can say that the contents are not of the highest order, as being probably informed and stimulated in the momentous cause of education.—*Sentinel, Mt. Glion, O.*

The AUDIOPHONE is the name of a little book of Audible Papers setting forth the merits of Richard S. Rhode’s wonderful invention, the Audiphone, which enables deaf persons to hear through the avenues of the teeth. The book or pamphlet contains extracts from a number of scientific and religious papers, and also letters from scores of deaf persons who are using the Audiphone. It contains also a number of extracts from a number of Deaf and Dumb Institutions where the Audiphone is in use, enabling the deaf mutes to hear. The instrument is causing a great change in the methods of instruction in our Deaf and Dumb Institutions. Every deaf mute and every deaf person should have an Audiphone. The book or pamphlet will be sent to any person addressing Rhode & McClure, Methodist Church Block, Chicago, from whom also the Audiphone may be obtained.

A GRADUATING SYSTEM FOR COUNTRY SCHOOLS.—Superintendent A. L. Wade, of West Virginia, will send free of charge to County Superintendents of any state, on application, his address, to the publication of State Superintendents throughout the United States to the propriety of the adoption of this system. The address is printed in pamphlet form. In writing send small post card to pay postage. His address is A. L. Wade, Morgantown, West Virginia.

GRAND EXCURSIONS TO EUROPE AND THE EAST. An advertisement of Dr. Tourje’s third annual series of Educational Tours appears in the present number. These excursions to be made through Europe during the coming summer are to be more extended and more attractive than ever, and there is also a grand tour of Egypt and the Holy Land. Many European cities not previously visited by the excursion parties, including Berlin, Dresden, Leipzig, Prague, Vienna, and other great centres, are to be included in the grand round, and longer stops will be made in Paris and London. The choice of two Eastern trips is given, and both have been planned with great care. Dr. Tourje’s address is also contained in this issue. The Audiphone may be obtained.

THE INTERNATIONAL REVIEW for 1880.—The INTERNATIONAL REVIEW for January, 1880, begins the new volume with a brilliant number. This Review was started by Messrs. A. S. Barnes & Co., a few years ago, and although the youngest of the important Reviewers of the world, it took a high stand at the first rank in the periodical literature and has never, for a moment, wavered from its high aim to be the best, and to-day securely holds the highest rank. No woman in the world can keep in mind the questions of the day, as they appear to the best minds in America and Europe, can afford to be without the INTERNATIONAL REVIEW. They may take one of the excellent monthly numbers, for amusement, excitement, or relaxation, but for the sake of choice and elevating literature they must have the elegant INTERNATIONAL REVIEW.

The publishers, A. S. Barnes & Co., originated and have sustained the immense enterprise with great courage and success, and though they might easily have filled its pages with cheap and sensational matter, they have maintained the high standard with which they started out—of giving nothing but the best original writing, obtained at great cost. Mr. Froude, the distinguished historian, says: "The INTERNATIONAL REVIEW has contained many interesting articles. The principle of combining English and American writers in a common literary enterprise merits every encouragement." We cordially recommend this REVIEW to all interested in the establishment of a thoroughly respectable and high-class periodical of the best sort, and the interested subscribers of this paper will either club with it THE EDUCATIONAL WEEKLY at $5.00, or receive and forward it after examination to A. S. Barnes & Co., Publishers, 111 and 113 William street, New York, who offer to send a specimen copy to any address, with a view to subscribing, on receipt of 15 cents in postage stamps.

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An old physician, retired from practice, having had placed in his hands by an East Indian some years ago the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Rheumatism, and all Throat and Lung Afections, also a positive and radical cure for Nervous Debility, has by the kindness of a gentleman having tested its wonderful curative powers in thousands of cases, has felt it his duty to supply his suffering fellows. Actuated by this motive and a desire to relieve human suffering, the best free charge to all who desires it, this recipe, in German, French, or English, with full directions for preparing and using, sent by mail by address, is for preparation and use. Sent by mail by address, with small payment, the paper, W. W. SARCK, 160 Powers Block, Rochester, N. Y.

**O H I O C E N T R A L N O R M A L, and Kindergarten Training School.** Reorganized with full faculty, and seated in its new building. Three full classes—men, two, and three years respectively, together with State Board of Instruction, composed of the Superintendents of the schools in Ohio; six courses of lectures, one week each, commencing July 7th, and continuing each week until December 7th. Kindergarten and Training Class, in the large building at 156 Hurst St., Cleveland, O., from October to April; and at Worthington, Ohio, for Co. only. A salary of $300 per month. Applications may be opened at any time by entering at any time, and completing the course at either station. The proprietors, Messrs. A. B. DODGE, JOH N OGDEN, WASHINGTON, O., Prospect St., Cleveland, O.
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