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THE WEEKLY.

WE WANT AGENTS.

The Publishers of the WEEKLY have decided to offer more liberal terms than ever to agents who will canvas for subscriptions. They have turned over a new leaf, and are determined to place the paper in the hands of as many teachers as they can reach by competent agents. Write to us for terms. If you already have them, write again, and get better terms. It will pay you to canvas. There have been agonizing efforts put forth by interested parties to injure the reputation of this paper, and to build up a hybrid "stock concern" upon its ruins. There have also been some overtures made for a union with the National Journal of Education. But we are happy to say that the banner still floats over the office of THE EDUCATIONAL WEEKLY, and there it will continue to float. One year ago the paper fell into the hands of its present publishers. The net profits during the year, above all expenses, have been a little over $1,000. Hitherto the paper has pursued in some respects a questionable policy. But friends and foes have alike come to know what to expect, and in the future there will be no vascillating or uncertain policy. There will be one man at the helm, and the same man all the time. The paper will be published for him and not for its editors, subscribers, or advertisers. He flatters himself that his judgment and experience are competent to the demand for a sober, respectable, and interesting journal. Now we want those who are interested in the cause which it represents to act as if they were interested. If you want a good, live paper, take hold and help extend its circulation. Don't be all the time asking your neighbor if the WEEKLY is going to suspend, or is going to change hands, or is going to pursue some objectionable policy. It is going to do none of these things. It is going to keep on in the even tenor of its way, improving and strengthening with age, and you who are slow to believe it will by and by be sending for back numbers when it is too late to get them. Keep your names on our list, and send in the names of your fellow teachers. If ever the

WEEKLY was strong financially it is now, for it has this week swept away the last vestige of a most unjust and dangerous incumbrance. It now breathes freely and is conscious of having taken a new lease of life. Stand by it and you will not regret it. It is yet going to be the pride of every teacher and superintendent in the West, and don't you forget it.

But we intended only to say that we want agents. We mean to have them. The best men and women are none too good to work for the WEEKLY. Let us have your application for territory. We will give you terms—cash terms—which you cannot decline. Address us at once, and begin the canvass next week.

S. R. WINCHELL & CO.

A high educational authority says that black-board pointers "should be shod with a rubber hood." Why not have them hooded with a rubber shoe?

Teachers are ordered to keep a list of foreign geographical names that are mispronounced. As the English pronunciation of foreign geographical names is purposely as different from the originals as English seamen and schoolmasters could possibly make it, the list of mispronunciations would be valuable in the direction of pointing out what the English pronunciation of those words would be if it were not for the egotism, arrogance, and contempt of all things foreign peculiar to the manufacturers of that conglomerate hash called the English language.

"The cranium of woman is smaller than that of man. The weight of the average female brain has been estimated at from five to six ounces less than that of the average male brain, and a general inferiority exists at every period of life. And not only is this the case, but the size of the female brain is less than that of the male in proportion to the size of her body, for while the encephalon is ten per cent less than that of the male, her total bodily weight is only eight per cent less." And yet the average woman is more likely to succeed as a teacher than the average man. Is it on account of the relative smallness of her brain?

Teachers are apt to misunderstand and misuse the words infectious and contagious. A writer in the current number of the Popular Science Monthly gives a neat definition of the two terms.

"Contagion," he says, "is direct infection, and infection indirect contagion. When we wish to say that a disease may be conveyed in articles of clothing etc., we say it is infectious. When we wish to say that a disease is produced by personal contact with one suffering from it, and that the danger of catching it is increased by the closeness of the intimacy, we say it is contagious. An ailment may be infectious without being contagious."

The Chicago Times is ventilating the school buildings at a great rate. No doubt the heating and ventilation are imperfect. But is a perfect school house possible? Was there ever a school house, or poor-house, or emigrant ship that did not smell bad? Still, no doubt, improvement could be made in the models for new building and remodeling the old, if such were the object of
the ventilation progressing in the columns of the Times. It is a pity that the intellectual atmosphere of these institutions can not be analyzed. Anybody can smell a smell, but he will indeed be a public benefactor who shall explode the foul air of nepotism, indifference, distrust, and fatuity that now pervades and oppresses the school system of Chicago, and with an electric shock from his little pencil restores the equilibrium of healthy good feeling and enthusiasm that once prevailed.

"THERE IS NO PEACE."

A WRITER in the current number of the International Review, who boasts the historic name of John Jay, empties his scrap book and his apprehensions on the subject of the Roman Catholic church in this country and its attitude of hostility toward our civil liberties in general and the public school system especially. He is particularly alarmed at the rapid growth in numbers and wealth of the Catholic population, and the accumulation of property in the mortmain clutches of the Catholic institutions. In 1776, he states, the proportion of Catholics to the whole population was only 1-120; in 1790, 1-107; whereas in 1878 it has reached the alarming figure of 1-6. When this vulgar fraction, by means of natural causes or according to the differential calculus, shall have approached the value of unity, or by an Irish bull shall have become improper, not the millennium but the reign of anti-christ will be presumably at hand.

Another source of grief to this blue Jay is that the birth-rate of foreigners in this country is disproportionately large. In Rhode Island, for example, the increase by parentage for ten years has been among natives a fraction over 12 per cent, and among the foreign population a fraction over 80 per cent. But whose fault is it? In this connection would not the foreigners be justified in saying to their native friends and fellow citizens, "Go thou and do like wise!" And with self-complacency and unction they might add,

"Increase and multiply was heaven's command,
And that's a text we plainly understand."

But we fear our Jay bird has been caught with chaff and bird lime, the chaff of that jolly trapper, Father Hecker, and the lime of that blinking old decoy, Abbe McMasters. Our nest-hiding and unnecessarily alarmed Jay takes his figures from the Catholic World and the Freeman's Journal. Though their statistics may be strictly correct they contain a fallacy that has escaped the notice of our plaintive percher. What if more children to the parent are born to foreigners in the East? Is that any criterion for the whole country? Is it not a fact that the disposition to come West is very strong among the young people of native extraction, whereas it is the habit of foreigners, especially the Irish, to hug the Atlantic sea-board? The people of the East rear their families and send them West to grow up with the country, and the places of that generation in the East are taken by the children of foreigners. Is there anything so alarming in this? The ruling spirit of the Yankee is to scatter; that of the German and Irishman, except in so far as they have caught the infection of enterprise from the native, is to stick. Hence the birth-rate of New England during the past ten years is no evidence of what the Yankees can achieve under favorable circumstances. The most promising children of New England, during the past ten or twenty years, were born in Chicago and the country tributary to it. This Father Hecker knows when he catches with the chaff of statistics the owls and jays of the East.

The wealth of Catholic institutions, though great in the aggregate, is not sufficient to cause anybody alarm. They need all they have and all they can get. These institutions are principally orphan asylums, hospitals, and academies. How the first two are supported the Lord doubtless knows; for, considering the magnitude of their work and the scarcity of their resources, how they manage to exist and accumulate should be added to the mysteries of religion. The academies, however, are supported chiefly by shoddy Protestants, who are too proud to send their children to the public schools. It would be a very mean and mistaken soul that would begrudge support to the hospitals and orphan asylums, or blame the Catholics for the success of their academies.

But wherein is the church wrong? In its attitude towards the public schools. The events of a few weeks indicate that the line of battle against the public school system is being formed. Archbishop Williams of Boston has reluctantly displayed colors that are practically hostile. Bishop Crosby of St. Louis has blown his bugle with no uncertain sound. Bishop Spaulding of Peoria is able, and undisguisedly hostile. If the new bishop of Chicago is of anti-public school propensities there will be beautiful fighting along the whole line. This state of things is inevitable and deplorable. It will result in damage to the church in every conceivable manner. It will weaken the faith of her children in the infallibility of a church which denounces what all know to be the most beneficent institution in the country. And when a Catholic loses his faith he has nothing left to tie to. The Protestant of good family has social and business interests to engross him, and he may, if he chooses, relegate his religious duties to his female relatives. But the Catholic church knows no compromises. A man must go through the motions, or anatomy is.

This action of the church is wrong to the poor of its fold in that it would deprive them of a good education. In the want of business connections, such as Protestants and Jews have to start them in life, the Catholic youth are sufficiently handicapped without being sent out into the world without educational drill, with wits too sharp for manual labor and not disciplined enough for the combinations and continuity of business. The church is unkind to the poor daughters of its fold in attempting to break down the system which, through the opportunity of teaching in these schools, gives those young ladies a chance to rise socially to the plane of their co-religionists and other acquaintances of wealthier parentage. There are five thousand such girls in the schools of Chicago as pupils, looking forward with hope and pride to the time when they too will be teachers.

The church is unwise in this assault; for the Catholics of the principal cities are virtually in possession of the schools now, and the fight over them will be essentially a civil war, a family feud. Protestants have neither the nerve nor the polemical skill to fight the church; the battle must be between liberal Catholics and Ultramontanes, the worst of whom are the imbecile snobs who call themselves "American Catholicos." The Catholic politicians, male and female, run the schools now. They have taken them as the Greeks took Troy, by stratagem. They moved their wooden horse into Chicago in 1877; but alas! it turned out to be a wooden ---. They out-superintendents who would appoint and promote Catholic girls on their merits regardless of their religion, and appoint in their stead things that will appoint and promote Catholic girls on the score of their religion irrespective of merit.

Therefore the policy of the church is suicidal, and it will be inoperative as far as any injury to the schools is concerned. The
public school system is a train under full headway, and if the pa-
pal bull gets in front of it, so much the worse for the bull. "Wheth-
er the stone strikes the jug or the jug strikes the stone, it is all
the same for the jug." The public school system is rock-rooted in
the United States, and the Ultramontane jug will crash harmless-
ly against it.

THE LIBRARY.

NEW BOOKS RECEIVED.
A Short History of German Literature. By Prof. James K. Hosmer. Chi-
A history comprising even a short account of the literature of
Germany must of necessity be a ponderous work.
The Teutonic mind is comprehensive of detail, and every Ger-
man author of note writes his score or more of books. Profes-
sor Hosmer attempts only to deal with belles-lettres, and divides
his discussion of this division into the "first and second periods
of bloom.
The first period includes the history of the Nibelungen Lied
and the epic of Gudrun, to which have been given the names of
the German Iliad and Odyssey, since in character they resemble
those great poems. The Minnesingers, the Mastersingers, Lu-
ther's place in literature, and the effect of the Thirty Years War
upon the polite literature of Germany, are also included in this
division.
The "second period of bloom" includes a review of the
works of such men as Lessing and Klopstock, and Kant and
Fichte, of Jean Paul, and Herder, and Wieland, and Heinrich
Heine, of Goethe and of Schiller.
No foreign literature has so great an influence upon our liter-
ature as that of Germany. It is now quite generally conceded
that in the line of metaphysics, German authors lead the literary
world. But in even the department of belles-lettres they are at
least on a par with the English speaking world, different though
their style may be. Professor Hosmer has done good service in
preparing this work. It comprises, necessarily, a great deal; but
it is not confusingly minute. These 628 pages, including an
appended system of notes and a full index, are worthy a place
upon the reference table of the student or in the library of the
general reader. Those who are interested in the study of Ger-
man literature must acknowledge their value, and the casual read-
er will find much in them to entertain and instruct.

LITERARY NOTES.

-Harper's Magazine for February contains the usual number of entertain-
ing articles, poems, stories, etc., and the Editor's Literary Record, Easy Chair,
Historical Record, and Editor's Drawer.

-The School Bulletin publishers show signs of prosperity in their an-
nouncement that "the largest job office in Syracuse has been purchased
and refitted expressly for the printing of the School Bulletin Publications." The
January issue of the paper is priced on the new type.

-The Saturday Magazine, January 10, discards its engraved cover, and
appears in a plain tinted cover, without a single advertisement. This excel-
ling magazine with this number loses its accomplished editor, Mr. Fred. B.
Perkins, who, in his parting note, implies that the magazine will be disconti-

-"Still they come!" The last one from the city of great enter-
prises—Chicago. It is called "The Western Educational Journal, monthly, 50 cents,
yearly." Its size about half as large as the Weekly. Its aim is "to fill the
position of a teacher's trade journal" (whatever that may be), and "will be
invaluable to all who have charge of furnishing schools with their supplies, of
every description." The publisher is evidently bent on business.

THE WORLD.

-The January number of the U. S. Official Postal Guide makes a book
of about 650 pages, containing many features which render it indispensable
to all who wish clear and accurate information about all matters connected
with the Postal Service. It contains Alphabetical Lists—
1. Of all Post Offices in the United States, with County and State.
2. Of Post Offices arranged by States.
3. Of Post Offices arranged by States and Counties, with the geographical
position of the Counties.
4. Of the Money-Order Offices, Domestic and International.
5. Of Post Offices of the first, second, and third class, with salaries.
6. Of Counties, and at a list of Letter-Carrier Offices.
8. Full directions about Money-Orders and Registered Letters, Rates of For-
eign and Domestic Postage. Sailing of Mail Steamers. Latest Rulings of the
P. O. Department. All needed Information about Postal Matters.

All these make the January number indispensable to business men, and to
all who use the Post Office to any considerable extent. Price, in paper, $1.60;
in cloth, $1.50. Can be procured of Postmasters, Booksellers, and News
Dealers, or of the Publishers, HIGHTON, OSGOOD & Co., Boston, Mass.

-The Contemporary Review, Forthnightly Review, Nineteenth Century, at
20 cents a number, are the cheapest magazines published in this or any other
country. The English editions of these works are 75 cents a number and well
worth the price; but Munro's reprints are in every way equal to the originals,
in the opinion of some, superior. The paper is heavy and firm, the type
large and clear, and the contents of course are exact reproductions of the
originals. For preservation and cheapness of binding the American edition
is more convenient than the English, since a greater quantity of matter is con-
fined to fewer volumes and in smaller space. Of the literary merit of these
world-renowned magazines it is not necessary to speak at length. Their
contents are not only the best, but the best of the best published in the Eng-
lish language. Each has its own special character and marked individuality,
but all three are thorough, comprehensive, and scholarly. Combined, their
successive numbers would form a library of intrinsic value.

-A movement has been made in Cincinnati, by prominent ladies, to es-
establish free kindergartens in that city.

-The next meeting of the National Educational Association will be held
at Chautauqua, N. Y., beginning July 13.

-The Senate has confirmed the nominations of James Russell Lowell as
Minister to Great Britain; John W. Foster, Minister to Russia; ex-Governor
Fairchild, of Wisconsin, Minister to Spain.

-An earthquake shock was felt near Havana last Friday night, the first ex-
perienced there since the settlement by the Spanish. Probably the arrival
of General Grant that day had nothing to do with it.

-A Constantinople dispatch asserts that terrible distress prevails in
Adrianople. Fifteen persons were found dead from hunger there in one day.
In some cases pieces of wood were found in the mouths of the corpses.

-The department of superintendence of the National Educational Asso-
ciation will meet in Washington city, Feb. 19, and continue two days.
Several interesting and valuable addresses and papers are expected from promi-

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-The state of New Hampshire has brought suit against the state of Louis-
iana in the United States Supreme Court for the payment of interest on the
state debt, New Hampshire holding $100,000 of Louisiana state bonds, on
which there has been repeated default in payment of interest.

-A dispatch from Berlin states that the
Archbishop of Silesia has . . .

-The Lord Mayor of Dublin has issued an appeal through the London
press in behalf of the Mansion House Relief Committee, stating that there is
scarcely a county in Ireland in which terrible privation does not exist in some
portion, though it is more severe in the western counties and on the northwest
and southwest seaboards. The Lord Mayor fears the plunder of London does
not realize the gravity of the crisis, or that unless prompt assistance be given
thousands of people must die of starvation. He fears a recurrence of the dis-
aster of 1847, when abundant assistance was forthcoming, but too late to save
life.
READING LESSONS.

EMILY J. RICE, Cook County Normal School, Ill.

"One test by which true science is to be distinguished from false, is that the former does and the latter does not concern itself carefully with beginnings." This has been well said by one of our own times; and the sentiment seems to have no less special application to teaching than to questions of philosophy and religion. Those of us who teach in higher grades realize to some extent how much our work is helped or hindered by what has been done previously.

The art of reading lays the foundation for all the other branches of education. It must, therefore, be taught first, and in this process the teacher has the opportunity of forming the children's habits of thought and study. At this time an eager interest in gaining thoughts from the printed page may be awakened, or on the other hand the children may be so taught that calling words shall be a drudgery and a book excite no enthusiasm. Probably we all agree that to gain a love for reading in early life is of importance. Children usually like to do what they can do well; therefore how to teach the child to read readily and well is a question worthy of consideration.

At present, the materials for illustrating reading lessons are so abundant as to prove that much attention has been given to the subject. The introduction of the word-method of teaching has made easy the earliest steps of the work. This method is in too general use to need description.

The plan of early lessons may be separated into three parts: first, conversation about an object or picture to attract attention and to fix this attention upon the idea which the word represents; second, the giving of the printed word; third, drill.

Perhaps the most common mistake made in such lessons is the failure to give sufficient drill upon the forms of words. Every new word should be found by children in many places. The blackboard should be in constant use for this purpose and charts and word-cards are also useful. A careful comparison of the letters of one word with those of another may be made. For instance, if the words "cat" and "hat" have been given, the teacher may ask the children to point to the letters in the word "hat" which are like those in the word "cat," and also to find the letters that are unlike and describe how they differ in shape. An excellent exercise for the children at their desks is placing alphabet-cards in the correct order to form certain words printed on the board. At first, the effort of the teacher should be to fix forms of letters in mind, not to teach their names, but as soon as the forms are learned, names may be introduced gradually and the first steps in alphabetic spelling taken.

All words learned should be repeated many times by means of sentences printed on the blackboard. The little stories of the sentences are more interesting than mere lists of words. By seeing words placed in different positions in sentences, children become familiar with their forms. Pictures drawn on the blackboard to illustrate these sentences also add to the interest. I would continue this printing on the board while they are using the first readers. The books do not repeat each word so many times as to impress it upon the minds of the children.

After about two or three months of preparatory work, the reading book may be used. The children will be interested in finding the same words in the reader that they have learned from the blackboard and cards.

Beyond the first few pages, new words occur with each new lesson. Not only are there new words to be taught but also ready recognition and distinct pronunciation of all words, new or old. To teach the new words and review those previously learned, a careful drill upon the words of each new lesson is needed before children are asked to read that lesson, either at their seats or in recitation. We have all heard children stumble and hesitate when they tried to read without knowing the words of the passage read. Reading implies the expression of thought; and if the whole attention of the child is absorbed in trying to ascertain what the words are, he cannot have the thought in mind, and, consequently, cannot express thought. Even if there is one word with which the child who reads is unfamiliar, he stops to find out what that word is, and loses the connection of ideas. This hesitating reading should by all means be avoided.

As the little children have no means of learning the pronunciation of any word by their own study, the teacher should make the giving of these words an exercise preparatory to the children's study. I would devote the last part of each recitation to teaching the words of the next lesson. By this plan, the children can study without impressing incorrect pronunciation on their minds and they can also find out for themselves the meaning of the lesson.

New words should be taught by illustrating their meaning and by giving special drill upon their forms. All the words should be reviewed to ascertain whether the pupils can pronounce them accurately and at sight. The teacher should not be satisfied with slow work. Unless children can tell a word the instant the eye rests upon it, they do not know it as well as they should. These words may be reviewed by a variety of exercises. First, the children may read a word each, in order around the class. This tests their knowledge of the words. The teacher should notice how well each pronounces, what words are forgotten, what are not distinctly pronounced, and what are not recognized instantly. Second, the teacher may pronounce and the class repeat each word after her to teach the correct pronunciation and to teach the children by her example to enunciate distinctly. Third, the teacher and children may pronounce alternately. Fourth, the children may pronounce as the teacher calls their names, the teacher often calling for concert recitation. With older grades, the teacher may simply indicate where the words are which she wishes the pupils to pronounce; as, "What is the second word in the first line?" "What is the third word, second line?" With the little children it is better to pronounce every word, because this takes less time than to select words. Avoid always beginning at the beginning of the sentences. I prefer that these exercises be given at the close of a recitation for expression, because a "word-exercise" alone is not interesting as an exercise on both words and expression.

After the words have been taught, the children can study the lesson before being called into recitation. They read at their desks, and, consequently, come to the recitation with a better understanding of the thoughts expressed. We should, I believe, by all means avoid making reading a mere exercise in pronouncing words; an no recitation should be accepted unless the child shows that he is thinking about what he reads. The habit of thoughtful reading in school will extend to reading outside.

To prevent beginning thoughtlessly, the teacher may first question about the subject of the lesson; thus, "About whom is this lesson?" "Where did he live?" "What did he do?" Then the children read. I would encourage them to read as if they were trying to interest me. When a child had read a few sentences, I would ask him what he had read. He will look off his
book and tell. The next child will expect to be asked to tell what he reads, and, therefore, will read thoughtfully. If the teachers in higher grades will ask their pupils to tell what they read, I think that they will find many students who do not get an intelligent idea of their lessons. Such reading encourages stupidity and hinders mental activity.

After the children have read and told the ideas gained from the lesson, the teacher may profitably introduce any new instruction that she wishes to give. If the lesson is about an animal, for instance, she may talk with the pupils about its habits and mode of life, telling them such things as they are capable of understanding. They will return to the reading with new interest.

Even if the thoughts are clearly understood, there will be parts of the lesson not well read by the children, because they have not the voice under such control as to express shades of meaning by the proper tones and inflections. The ears, to appreciate correct reading, must be cultivated before they can judge what is correct and what is incorrect. We notice that children gradually become able to criticise each other. Taste in reading, then, I would have the teacher give examples of the correct reading of parts of each lesson. To give these examples properly, the teacher must study the lesson and have a definite idea of the natural expression of each sentence. She should herself be a good reader, because the imitation of poor examples will be of no benefit to her pupils.

Many teachers give examples for each individual to follow. We think that time is saved by having concert recitation follow the example of the teacher. This concert reading is also, in my opinion, one of the best exercises for voice culture. It harmonizes the voices of the children; it quickens the speed of those who read too slowly and lessens the speed of those who read too rapidly; it lowers the tone of those who have naturally too high a pitch and softens the loud voices. It also gives confidence to timid children who hear their own voices mingling with those of the others and thus find that they can read and are willing to try. The teacher should read only what the pupils can follow easily, and the pupils should read clause by clause or sentence by sentence after her.

When this is done, individual reading should again be used for a test, and if the concert work has been well done, the children will now read the whole lesson with much better expression than before.

Two things should be especially remembered in teaching reading; one, that the pupils need voice culture, and another, that they need to gain the power of keeping the eye in advance of the voice, or of taking in whole sentences at a glance. By repeated reading of pieces, until the children render them as perfectly as they can, we give them good voice culture. They see how well they can read; and as they enjoy doing well, they are encouraged in the effort to read other pieces perfectly. Such drill gives a standard which the children strive to reach in reading other pieces. Nothing is more charming than the pleasant voices of children, and no pains should be spared in making children both read and speak in clear, sweet tones.

But on the other hand, if we drill on every piece until we secure as perfect reading as possible, the pupils commit the pieces to memory, and there is no opportunity for training the eye to recognize words readily. For this reason, I would have as much reading as possible from other books than those reading books in ordinary use; as, from children's magazines and papers. Such reading also encourages reading at home. A little care on the part of the teacher will enable her to supply reading matter occasionally for the little ones to carry home. Children's papers are very easily obtained and there is a "children's corner" in many papers for older people. A story cut from a paper may amuse some restless child in school hours, and at the same time help him to become a good reader.

To aid children in writing and in original expression, I would have written work in connection with reading lessons. Let the children copy some portion of each lesson upon their slates, making an accurate imitation of the text. Let them copy portions of lessons from dictation. Let them write descriptions of pictures, at first, in answer to questions of the teacher, afterwards, without the teacher's assistance.

IMPOSITIONS.

It has been given unto the writer to witness the operation and effect of the school-punishment rightly known as "impositions," and though I have not read the article editorially referred to some weeks since, by the WEEKLY, in the Nineteenth Century, it is sufficient for me to testify of what I have seen and heard, with no additional incitement.

In the first place, permit me to say, emphatically, that the deviser of "impositions," if he or she could be traced, most certainly merits the indignation onestrives hard to keep under when dealing with a non-compos-menti in authority. It is a perversion of everything. Glance with me, (this is a true picture I reproduce,) at these bended heads, dark, unhappy, weary, disgusted faces, hasty fingers, and cramped hands, "writing out" their three, four, or five hundred words. While so employed they hate the spelling, they hate the manual labor of writing; (?) and contract a bad execution from the long and painful constraint of aching arms and muscles. It naturally follows they don't want to spell a word, or see a pen or pencil for days after, and have no relish for two important study.

Especially with small children do I condemn the punishment so unworthy the nineteenth century. I have felt sickened to see a little primary scholar's slate covered on both sides with childish "bad," "bad," bad bads,—and thought, how at each scrabbling, the word and the feeling were identical within him, and writing upon his heart against his teacher! I think this, as a disciplinary measure, must date back to darker, as well as less humane days than ours.

I regard its effect always, as embittering and exasperating. The scholar can not be disabused of the conviction that it is a retaliatory measure; and, moreover, that by "impositions" he is imposed upon. There is no discretionary medium that can make it wise, judicious, or helpful in school government, because it is intrinsically the reverse, in and of itself.

Dear teacher, if the love of the children is precious to you, (as it surely is,) stamp out "impositions!" Punish firmly, rightfully, and promptly, with the child's honest acknowledgment coinciding, as you may by many another method; but don't turn studies into an aggravated penal impostion, to disgust the child with school, and sour his heart against the teacher he should love.

If Mrs. Ford, whose able pen has from time lent its weight and wisdom to the WEEKLY so excellently, could and would supplement this imperfect expression convincingly,—she would obtain the warm thanks of more than

Justice.
THE SCHOOL-ROOM.

IOWA COURSE OF STUDY.

PRIMARY CLASS.

Regular Lessons.

(All the regular lessons may be heard at the same recitation in the lower classes.)

Alphabet.—Letters in words from blackboard, primer, or charts.

Spelling.—Spelling words in lessons, forward and backward.

Reading.—Pronounce all words used in lessons at sight.

Oral and General Lessons.

(All the general lessons in this course may be used for the whole school.)

Writing.—Print small words of lessons, and make figures.

Numbers.—Count to 100 and back; add and subtract small numbers, using objects, such as books, pencils, pieces of chalk, hats, words and letters of spelling and reading lessons.

Language.—Correct manner of speaking, if wrong. Punctuation marks in lesson. Every answer should be a full sentence.

Place.—Locate objects in school-room and vicinity. Teach points of compass, shape of the earth, directions on maps.

Directions for teaching this class.

To teach the alphabet, begin with small words, the names of familiar objects, as ox, ax, box, etc., and after the first lesson introduce but one new letter at a lesson, with others that are known to the pupil. The new letter each time may be printed with colored crayon; take first the small letters of the alphabet and those simplest in form. When several letters and words are learned form them into a sentence, and teach the letters, spelling and reading at the same lesson.

Secure prompt and concert action, and make the recitations short, spirited and lively; have as much variety in each lesson as you can.

Have pupils speak each word in a natural tone, and teach them to read as they talk; have them make figures and print on a blackboard or slates; teach them first to understand what they read and then have them read in a natural way. Use a combination of the word, sentence, and phonetic method.

Provide work for them at their seats, such as drawing, printing, writing, making figures, etc. If they have no work let them go out doors.

Have this class recite four lessons a day, if time permits; give them three lessons, at least.

FIRST READER CLASS.

Regular Lessons.

Reading.—First reader and blackboard. Articulation. Modulation.

Spelling.—By letters and by sound from reader. Spell all words in lesson thus far.

Writing.—Print part, or all, of spelling and reading lessons. Write the small letters of the alphabet.

Oral and General Lessons.

Numbers.—Add, subtract, and multiply small numbers; use both the oral and written method. Give them miscellaneous exercises in counting. Count by twos to 100, commencing at 0 and then at 1, and go backward by subtraction. Write and read by the Arabic method to 100; Roman method to X.

Language.—Capital letters; talking on objects; punctuation marks used thus far, name and use.

Place.—Locate objects in school-room and vicinity; points of the compass; shape of the earth; directions on maps; motions of the earth.

Form.—Straight, curved, parallel, oblique, vertical, and horizontal lines. Round, oval, angular, concave, convex, conical, and arched figures. Draw outlines illustrating each form, and cite other examples.

Directions for teaching this class.

Occasionally print the difficult words of the reading lesson on the board before reading, and have them spelled and pronounced a number of times; secure a prompt recognition of words.

Cultivate the eye, the ear, and the voice; don't allow pupils to point to the words when reading; let them find the lesson by page and number.

Teach them how to emphasize the important words; teach them how to find them; let them always give the right inflection.

Copy part of the lesson on slates or blackboard each time; recite the spelling from the slate in the class, then spell orally. Teach this class the vowel sounds, with words in which the sounds occur.

Teach form in writing and drawing; secure uniformity in height, width, and slant in the small letters. Teach each pupil to write his or her name.

Perform the operations in numbers promptly; accuracy and rapidity are the main points to consider.

Frequently give talking lessons to your class; let them use correct language in talking to you.

Illustrate motions of the earth by globe, ball, or apple; draw maps of school-yard, district, township, etc., on the board.

SECOND READER CLASS.

Regular Lessons.

Reading.—Second Reader. Emphasis, inflection, class drill.

Spelling.—Spelling-book and reader, and words from reader, sounds of letters, etc.

Writing.—Writing on slates and blackboard, write in copybooks with lead-pencils.

Oral and General Lessons.

Numbers.—Exercises, oral and written, in the fundamental rules. Multiplication table to the 6's. Count to and from 100 by threes, fours, and fives, commencing at different numbers, as 1, 2, 3, 4, etc. Writing and reading by the Arabic and Roman methods; laws and principles of each method.

Language.—Write abstracts of reading lessons; answers to questions in all grades should be in the form of complete sentences. Use of capitals at the commencement of sentences, proper names, etc. Use of period, interrogation and exclamation points. Oral and written correction of common errors in speech, and descriptions of familiar objects.

Place.—Geography of the school-district, township, and county. Begin with the section of land on which the school-house stands. Outline of State geography. Explain the causes of day and night.

Form.—Make figures of leaves, trees, cups, shrubs, flowers, fences, and houses.

Human Body.—Principal divisions, and use, as head, trunk, and extremities.

Directions for teaching this class.

Let some part of the reading lessons, and all of the spelling lessons which are copied, be read from the slate or paper. Cause the pupil to know the word at sight and also to know its meaning. Let pupils frequently give the substance of their lessons in their own language before reciting. Cause them to make a slight pause at a comma, a little longer one at a semi-colon, and still a longer one at a question mark or a period. Don't let them stop any certain length of time at any of the grammatical marks. Occasionally commit to memory some of the best portions of the lessons and recite them.

Teach this class spelling by sound; teach them also the most important of the diacritical marks. Let considerable of the spelling be in writing. Dwell on words of special difficulty, those spelled alike but pronounced differently, and those pronounced alike but spelled differently.

In writing and printing secure neatness, so that each pupil who passes from this grade shall be able to write and print legibly and writing promptly. Let the hand move freely and easily in writing and drawing.

Give random exercises in counting; add columns of figures rapidly. Have tables of weights and measures learned thoroughly.

Use outline maps a few minutes each day if any are furnished; if not, draw them on the board and drill the whole school at the same time.
Regular Lessons.

Reading.—Fourth Reader. Articulation, emphasis, and modulation continued, and vocal culture.

Spelling.—Spelling-book and reader; principles of orthography and rules for spelling.

Writing.—Copy-books, position, movement, slant, spacing, shading, and analysis.

Arithmetic.—Fractions, common and decimal, or compound numbers, simple and compound proportion, percentage and its applications, with oral and written exercises.


Grammar.—With or without text-book. Capital letters, punctuation, essay and letter writing. Teach the use of language. Have much criticism.

Oral and General Lessons.

Form.—Scrolls, domestic utensils, outlines of birds, with instruction in shading.

History.—History of county, and of Iowa; Columbus and his discoveries. Speak of John Smith, Wm. Penn, and others; Indians.

Human Body.—Teach them the location and principal functions of the main organs. Speak of the circulation of blood, digestion, respiration; rules of hygiene especially.

Miscellaneous.—Speak of dew, frost, ice, hail, rain, rainbow, light, gravitation, electricity, and colors.

Directions for Teaching this Class.

Teach pupils to read distinctly. Have them give substance of lesson orally, and occasionally write a synopsis. Memorize short extracts. Give vocal exercises, such as phonic analysis, at least once a week. Give attention to spelling. Practice on principles and use copy-books containing copies, capitals, and small letters in sentences.

Teach the same text at the same time in both mental and written arithmetic. Have pupils confer original examples for each rule and principle, if possible. Assist a pupil only far enough to enable him to master the point in question himself. Develop principles first. Pay especial attention to analysis. Test the pupil by giving examples not in the text-books.

In grammar, have pupils write essays, letters, abstracts, etc., and have him to preclude for criticism. Teachers should give models for criticism, and have pupils inspect, correct and criticize the work and manuscripts of others of the class. Have pupils frequently reproduce selections read to them from reading-book, using capitals, punctuation marks, etc., correctly. Aim to teach the use of language as it occurs in everyday-life. First examine the meaning of a word, then its use, and finally its grammatical connections and classifications.

Encourage drawing by collecting the best specimens, and commending such as merit praise.

In physiology, always illustrate by example, or by chart, if possible.

Regular Lessons.

Reading.—Fifth Reader, vocal culture, delivery, style, stress, quantity, quality, gesticulation, etc.

Spelling.—Spelling-book, technical terms of all branches studied. Review principles of orthography and diacritical marks.

Writing.—Business forms, analysis of letters, shading, capital and small letters reviewed. Teach letter writing.

Arithmetic.—Finish and review the practical arithmetic. Drill pupils on each principle by taking examples of your own, or from some text-book.

Geography.—Common school text-book completed; political, mathematical, and physical.

Grammar.—Practical grammar, containing a thorough analysis of sentences and phrases, both as to form and office.

History.—Common History of the United States, including the Declaration of Independence and Constitution complete, and review.

Physiology.—(Optional.)—Elementary text-book, giving prominence to hygiene.

Book-keeping.—(Optional.)—Practical elementary text-book, containing examples of common business transactions, the science of accounts, and business forms.

Oral and General Lessons.

Form.—Easy landscape, draw pictures of animals, outlines of persons, and review.

Miscellaneous.—Vegetation, grouping, and classifying common plants; naming and classifying different kinds of trees. Collect a variety of rocks and different minerals, etc., for the school-room, and teach pupils the names, process of formation, and particular characteristics of each.

Directions for Teaching this Class.

Cultivate a taste for good reading. Make special selections of the different styles of composition by the best authors, and note the application of the style to the subject. Write brief sketches of prominent authors with principal points of interest as regards their writings, lives, etc. Practice reading and dec-
Treat the subjects in physiology topically. Every pupil in this class should be able to spell and define all the terms used in his studies, and all words in common use in the language. Use dictation exercises frequently. Encourage general and frequent use of dictionary.

Every pupil leaving this class should have the ability to write neatly, spell correctly, fold letters properly, and address them. Practice plain business penmanship, having due regard to legibility, form, and neatness.

Assign geographical lessons by topics rather than a certain number of sections or pages. Associate history with geography, illustrate government surveys. Use outline maps and globe if you have them, and draw maps of township, county, and state.

Lesson and essay writing should be thoroughly taught and practice and criticism will be needed to make pupils proficient. Give especial attention to all geographical references, also to the "notes" by the author in history lessons; and have pupils write statistics from memory.

Treat the subjects in physiology topically. Oral instruction should be given to the whole school on this branch once per week.

Collect the best specimens of drawing and hang-up in the school-room.

The states.

Michigan.—Altrin County Teachers' Association held its annual meeting at Central Lake Dec. 29, 30, 31, 1879. Mr. E. L. Church, president of Association. S. G. Blanchard, a teacher of ten years experience, from Canada, gave the opening address.

The Ionia high school has an attendance of one hundred and twenty, seventy of whom are foreign pupils. Under the recent leadership of Miss Alice Barn, every pupil has musical drill twice a week. Eight hundred pupils enrolled in the schools, under the care of seventeen teachers.

Prof. C. W. Falls, late principal of Cedar-Springs school, has accepted a position in the high school at Big Rapids.

Prof. C. W. Borst, White Hall, writes that the schools are very full and doing well.

Supt. T. C. Garner, Big Rapids, in a paper on history, thinks that the accumulated facts of history, as they are generally taught, is time thrown away; that the motives which led to acts narrated, should be taught as well as the act.

Prof. G. M. Sprout and wife, Rockford, are doing good work. They will need to take Prof. Strong's advice and be more apothecary, or they will soon wear out.

The next teachers' association for Northern Kent will be held at Cannonsburg.

Prof. A. L. Smith, one of Michigan's live teachers, is president of the association.

Cedar Springs union school presented school work at the last district fair, and was granted first premium in all the grades from 4th to 12th. This school has an enrollment of three hundred and fifty, with only five teachers. The high school has 85 pupils, and will grade fourteen this year.

Pochuck's Business College, Ionia, is reported to be so flourishing as to require larger rooms.

Prof. E. J. Johns, is said to be more than holding his own; which is saying considerable for a man who stands six feet two. God speed him in his good work, he deserves it.

A resolution of teachers will be held at Lansing, March 30—April 1, 1880.

Several institutes will be held during the spring.

Supt. C. A. Gower goes to Washington Feb. 19, to attend the National Educational Association. C. D. Randall, Coldwater, presents a paper on the subject of "Neglected Children." Let us all breathe a prayer for Bro. Randall that he may make a success of his paper.

At the last meeting of the school board of East Saginaw the following action was taken, which explains itself:

Resolved, That the Secretary be and he is hereby authorized to draw an order on the Treasurer of J. C. Jones upon the contingent fund, for $117.73, this being the cost which Mr. Jones has been put to in the recent case against him, the Board believing that the prosecution was an unjust one, and that Mr. Jones performed the acts complained of while within the strict discharge of his duties.

Carried as follows:


Nays—None.

By Insp. Storrs:

Resolved, That the action of the Committee of Schools in closing the schools to-day be approved, and that the schools under the charge of the Board be closed from and after Jan. 22, 1880, until further ordered.

Carried.

By Insp. Brooks:

Resolved, That owing to the prevalence of diptheria, the Public Library of this city be closed until further ordered, and that the time for which the library is closed be deducted in computing the fines for retention of books over due.

Carried.

Prof. E. P. Church, in his paper on 'The Outlook of our Public Schools," read before the State Teachers' Association, said:

A careful inquiry into the relative numbers of the two sexes who have graduated from the high schools of the state, during the last three years, shows that the girls largely outnumber the boys. In some of our cities this was an average ratio; in some even a larger disparity appears. What does this state of things foreshadow? Does it not look as though the educational and cultural work of our people will soon be mainly in the possession of the ladies? Let the present order of things continue for 20 years, and at least two-thirds of the women in our colleges and universities will be ladies.

It will not do to say that the young men in our colleges and university will equalize this present inequality. All these institutions now welcome both sexes, and our sisters are showing full appreciation of the opening of their avenues to knowledge. And then, too, the members of our colleges and university are mainly graduates of the high schools.

Is there not occasion to feel some degree of concern lest our intellectual growth is becoming far too one-sided? Is there not danger that this will lead to very undesirable results in our domestic and social relations? To the evil, parents and teachers must act in conjunction. The teacher should take the initiative, visit the homes of the parents, and kindly discuss the interests of all concerned. The course of study should also be adjusted so as to meet the wants of our boys, and attract them, by the interest of the studies they pursue, to a more protracted investigation. Our schools must be adjusted to the wants of our population. When they show that they can take our boys and girls as they come from their homes, many of them in a crude state, and fit them practically, intellectually, and morally, for citizen ship, then other force can be shown to avail itself of the universal patronage. Let us ever bear in mind the principle that "the schools are made for the children, and not the children for the schools."

Mrs. Joseph Estabrook, wife of Prof. Estabrook, principal of the State Normal school, died Jan. 18.

The enrollment at the University is as follows: Literary, 435; medical, 344; law, 395; pharmacy, 85; dental, 80; homeopathic, 69, Total, 1410.

University Commencement this year will come on the first day of July.

We learn from the Lansing Republican that Geo. E. Cochran, superintendent of the Kalama zoo public schools, has been very ill since the late meeting of the state teachers' association, and for the past few days his life has been despaired of. Prof. Austin George of the normalschool has gone to Kalama zoo to take charge of the schools temporarily.

Prof. J. M. B. Still, superintendent of the schools of Detroit, reports that the average attendance in all the schools of that city during the year just closed was 10,666, and the whole number enrolled 14,837. Corporal punishment is being rapidly discontinued, and there are now not more than one-fifth as many cases as four or five years ago.

One of the most practical and interesting papers read at the State Teachers' Association was that of Prof. Geo. E. Cochran, on 'The Exhibition of School Material at County and other Fairs, as a Means of Promoting Education."

Success attending such efforts in other states encourages positive and direct efforts in that direction among Michigan teachers and superintendents.

The following is the "Order of Business" at the meeting of pupils-teachers in the Mathematical Department of the Normal School: I. Criticisms and Suggestions based on Supervision. II. Outlines of Lessons submitted by members of the class. III. Specimens of manner of presenting given Lessons and of treating particular points of subjects. IV. Criticism by the Class of the above work. (II and III) V. Questions on any points of class work.
INDIANA.—The reports of the county superintendents of all the counties in the state are now in, and Prof. Smart is able to give the following footings for the year ending September 1, 1879: Total number of children admitted into the schools within the year: White male, 262,995; white female, 235,771; total, 496,766; colored male, 3,958; colored female, 3,868; total white and colored, 503,882. Average daily attendance in the schools, 3,181.3. Number of districts where schools were taught, 9,294; number where no schools were taught, 33. Number of colored schools taught within the year 124; number of white teachers employed 123. The supervision of the teaching of Arithmetic classes was nearly confined to this work. In the supervision of the professional training of the teachers, much attention was paid; and much, much is left for the work. As the importance of the practice department of the school becomes more and more thoroughly realized, and the supervision comes, gradually, to be better systematized and more efficient, we are sure less will be heard of complaint and criticism of this now prominent feature of the school.

IOWA.—Prof. Parker, of Iowa College, had a fine article on "Crystals" in last week's Advance.

Mr. John Landes has been engaged to teach a private school at Keosauqua, in Scott county. Mr. Landes has a new plan of teaching, and has prepared a private school work for the country schools of Poweshiek county. The course is intended for thirty months' school work. It will be published in pamphlet form.

Supt. C. A. Miller, of Jackson county, has issued a good address to the teachers of the county.

Prof. A. C. Blair recently read an original poem of merit before the Jackson County Teachers' Association at Andrews, entitled "Ignorance vs. Education.

The Masquock Excelsior published the poem.

The Cedar County Teachers' Association, of which Mr. O. C. Scott, Tippecanoe's talented principal, is president, will hold a meeting commencing to-morrow evening and continuing in session Saturday. An interesting program has been prepared.

The types made us say "ignore" instead of "goat," in the last number.

Prof. Barclay of Albion Seminary has been sick but is better now.

W. H. Robbins, a Cornell College student from Magnolia, in the western part of the state, committed suicide last week.

The Keokuk Board of Education has decided against the teaching of singing in the public schools of that city.

Burlington has twelve school buildings and employs seventy teachers to instruct 2,771 pupils.

The census supervisor for the first district is ex-Supt. John W. Rowley, now editor of the Keosauqua Republican. It is a good appointment.

Supt. Aldrich, of Jones county, in four years received for certificates $505, for registration $501, and from the state $200, total $1,396. Paid out for Normal Institutes $1,069.35. Balance in the treasury January 1, 1880, belonging to the Institute fund, $306.65.

The Educational Association of Southwestern Iowa met at Atlantic last Thursday afternoon, and organized temporarily, with Supt. Frost, of Cass county, as President, and Mr. James Raine as Secretary. Mayor Morris welcomed the association to the "liberty and hospitality" of Atlantic in a good speech. The temporary officers were afterwards made permanent officers of the association. State Sup't, von Coellin and President Pickard made addresses Friday afternoon and evening.

Mr. E. R. Free, Principal of the Gilman public school, died last week of measles. He was sick but a few days, and his death was wholly unexpected.

Mr. F. was a young man of fine abilities. He had charge of the Male school for two years.

Gov. Gear says:

The educational affairs of the state are very satisfactory, still there is necessity for reform. A vast amount of money is needlessly wasted. From the reports of the State Sur't and the reports of the City Sur'ters who employ medical examiners to test the children's health, it is found that $4,789 School District Treasurers, with funds in their hands at the date of the report amounting to $2,572,904.79. The salary of these treasurers for 1879 was $48,834. Their delinquencies for 1879 are $4,652.99, almost equal to their salaries. Their delinquencies for 1878 and 1877 were $421,518.51. Of the $2,572,904.79 on hand, $1,770,213.94 belongs to the teachers' fund, which is a surplus they have no use for of 50 per cent. The law ought to be changed so as to prevent the accumulation of such a surplus, and it would be great economy to adopt a uniform method of collecting transactions, and disburse the money through the County Treasurers. It would save $50,000 a year in salaries, and as much more in delinquencies. The statistics in this report also show that a compulsory system of education is much needed in cities and towns alike, and the necessary steps in that direction should be taken.
An Iowa lady has won the distinction of being one of the first ladies admitted to the university at Leipzig, Germany. The lady mentioned is Miss Hattie Parker, daughter of L. F. Parker, professor of Greek in the State University at Iowa City. Miss Parker graduated from the latter institution a couple of years ago.

Says the Nashua Post: “And it comes to pass, also, that we have a young man who calls his girl experience, because she is a dear teacher.”

ILLINOIS.—It was the pleasure of the editor of this department to attend a Peoria County Institute at Elmwood Jan. 24. There was a good attendance from Fulton county and Knox as well as Peoria. Among the exercises given were a very clear explanation of the change of seasons and the phenomena of twilight, by Mr. Pitch of Galva, also a debate on compulsory education by Mr. Steele of Yates City and Frank Mathews of Farmington. Mr. Steele made a logical argument in its favor and Mr. Mathews followed with witty and vigorous opposition. The entertainment furnished the teachers by the good ladies of Elmwood deserves special mention. Tables were spread in an adjoining hall where all might dine together and thus have the whole noon intermission to visit together instead of separating to take their meals among strangers.

Supt. Pillsbury has the rare faculty of moving forward his work noisily, promptly, and pleasantly.

At the recent semi-monthly meeting of Decatur teachers, Miss Wiler, a former ward-school principal of that place, gave impressions of Venice as formed during her last year’s trip to Europe.

The Amboy schools publish a monthly report of the names of pupils either absent or tardy. During the month ending Jan. 14, out of an enrollment of 598, there were only two tardinesses. We should like to know whether any of the pupils ever stay out the whole half day so as to keep from being tardy.

The state examinations for teachers’ certificates this year will be held at Chicago, Oregon, Galva, Pontiac, Camp Point, Springfield, Paxton, Mattoon, Belleville, and Carbondale, on Aug. 20 to 22 inclusive. This makes examination at more places and fewer times, which strikes us as a reasonable sort of accommodation.

Co. Supt. P. T. Chapman has addressed the following questions to the teachers of this county.

At the close of your school, I desire you to write me full and complete answers to the following questions.

1. Do you intend teaching next year?
2. Will you attend school during vacation?
3. What success have you had in this school?
4. Would you attend a “Normal Institute” at Vienna during the month of July or August if one was organized?
5. What time during the summer would you prefer an Institute?
6. Write full and complete history of any new Methods of Instruction you may have introduced into your school this year with your success in the same.
7. Give any information which you think would be of interest or advantage to the cause of Education in this county.

OHIO.—Prof. John Ogden, of the Central Normal School, at Worthington, and his associate principal, W. H. Tibbals, are making laudable efforts for Wisconsin attended the institution.

Wisconsin—The Prairie du Chien City Schools, and a bit of History. — The schools of this old and quaint city, which lies upon the sands where the Wisconsin greets the Father of Waters, are quite well worth of public mention. Supt. A. C. Wallin is ably assisted in the work of the public schools by Mrs. H. P. Gentil and Misses Jennie Savidge, Jennie Morrison, Belle Armstrong, Ella Fogary, Katie O’Malley, and Louisa Galliard. Some six weeks ago Prof Wallin lost by death his estimable wife. The loss falls heavily upon him, as this is the second time he has been called upon to bear such grief within the last eight years.

The parochial schools of this city are largely patronized. The St. John’s College has lately been discontinued. The building is a stately one. It has been used as a hotel, hospital, Academy, and last as a college. The wealthiest man in Wisconsin lives here. His name is Douseman. He gained his wealth by commerce with the Indians. Old Fort Crawford, erected in 1825, presents views that the tourist will be pleased to linger around. Near by we see the residence formerly occupied by General Zachary Taylor. It was General Taylor’s daughter that here eloped with Col. Jff. Davis, who was once stationed here in command of a body of troops. It was here that Black Hawk was brought after his defeat and capture on the Bad Ax. There lives a lady here now who is forty-seven years of age. When a babe she was tomahawked, scalped, and thrown away for dead during an Indian massacre of the whites. She now wears a silver plated scalp.

This town was settled before the present Constitution of our government was adopted. The largest artisan well in Wisconsin is found here. The pontoon bridge across the Mississippi is a wonder in itself. It is owned by private parties and they charge a toll of one dollar per car for every car that crosses it.

A. H. P.

THE HOME.

SONG WITHOUT A SIBILANT CONSONANT.

REV. J. H. CLINCH, South Boston.

No, not the eye of tender blue,
Though, Mary, ’were a tint of thine,
Nor breathing lip of glowing hue
Might bid the opening bud repine;
Had long enthralled my mind.
Nor tint on tint alternate ailing,
That o’er the dimpled tablet flow
The vermil to the lilly fading,
Nor ringlet bright with orient glow
In many a tendril twined.
The breasting tint, the beaming ray,
The linear harmony divine,
That o’er the form of beauty play,
Might warm a colder heart than mine,
But not forever bend;
But when to radiant form and feature Internal worth and feeling join
With temper mild, and gay good nature, Around the willing heart they twine
The empire of the mind.

[I have this ingenious, and very sweet “song” from Mrs. M. P. Colburn, to whom it was given by the author. The attention of the WEEKLY is called to an article—and a very able one—by Mr. Clinch, in Barnes’ Monthly for December, upon the Metric System. — S. P. BARTLETT.]

CHILDREN’S READING.

TARPLEY STARK, Virginia.

UNDER the deluge of cheap printer’s ink that is flooding our country from east to west—and which threatens, by the way, to submerge many of the grand old landmarks of literature,—not even baby land remains any longer dry ground. The children now from two years old and under must have their books, periodicals, and newspapers. This is well enough, provided the pabulum be good wholesome “milk for babies,” otherwise it is simply murderous to instill the poison of villainous black ink into white, young souls.

Certainly if the diffusion of knowledge—general, universal diffusion—be enough to make men know wisdom, we are trying the experiment to perfection! And if the generations to come are not the better for our efforts, and only turn out to be just the same poor “generation of vipers” that they have been in all the past ages, surely it will not be our fault! We can and must enjoy the consolation of having done our very best to make men and women better and wiser and happier.

That it is not in the unaided lore of the schools, nor in the wonder-works of the arts and sciences left to themselves to bring us to this “consummation devoutly to be wished” we all know and feel instinctively without having to look around on the experiences of everyday life, or backward to gather the truth from the cold, dry lips of a dead Greece and Rome.

We are well aware that the man with a giant’s head and a dwarf’s breast and trunk is a monster, and the deformity is not less monstrous and patent in the spiritual than in the natural
man. We are all quite as well aware that, other things being equal, the man of culture has the giant's advantage over the man of ignorance.

And now, in our present system of education, so free, so wide, and full, if we can only keep to the strong symmetry of true proportion, can only let science take the cue from nature, and build with the same wonderful adjustment and relation of parts that she does, and see that the heart within and the body without is kept and fed and trained along with the superincumbent head, we shall indeed follow the lead of a wise teacher and come to the triumph of a certain success. And

FIRST, THAT WHICH IS NATURAL.

We go the right way to make the better men and women when we begin with the children. And this present little generation of scholars, what advantages have they not over those of us who belong to the years back!

With graded schools everywhere where they can learn everything, and with children's literature opened before them without measure or number, what is to prevent them from climbing to the very topmost boughs of the tree of knowledge? Provided, indeed, their appetites and tastes are controlled and directed so as to take lines, build with the same wonderful adjustment and relation of parts that she does, and see that the face of the globe! That she does, and see that the we shall indeed follow the lead of a wise teacher and come to the very topmost boughs of the tree of knowledge? Provided, therefore true merit until its young creation is known and acknowledged or it may die simply from want of sustenance.

We put the monetary qualification along with the mental and moral because it belongs to these. Hard as the condition seems, the sweet fruit of genius no less than "the flower of love depends on Fortune's shining." Circumstances must favor modest and therefore true merit until its young creation is known and acknowledged or it may die simply from want of sustenance.

Genius on the earth but the genius of money but gets no grace and sick to death of blowing its own trumpet till all the world can hear the noise.

Now, not many years since, there was started in Louisville, Ky., one of the very cleverest periodicals for children that has ever put in an appearance in this country. It was edited by that accomplished gentleman and scholar, Col. Davis, and was a model magazine in its way. As its name, Home and School, indicated, it embodied the true idea of what children's reading ought to be. But it lived only a short time, leaving a vacuum when it went out.

Home and School, with some six other western publications, went into The Educational Weekly, which will, we trust, prove "A burning and a shining light," since so many lamps have poured their oil into it. Long may it live and great be its success!

There was also, not long ago, The Little Corporal, of Chicago, edited by Mrs Miller. This was a brilliant little thing and as fair a representative of what our country has accomplished in the way of children's reading as could well be produced. This is also, among the lost treasures. Or, rather, it emptied itself into the capacious and precious pack of St. Nicholas, which is now become quite a power in Babyland, and is getting itself gradually enshrined around the penates of the modern fireside. Like its patron saint it is an ever welcome delight to the children, since it is so full of treasures, and unlike old Santa Claus it does not keep its good things hoarded up for Christmas, but fetches them to the little folks all the year round.

And last but first comes, Wide Awake. This is a splendid little monthly. The nonsense is such good, natural, child nonsense "the kissing full sense into words that have no sense," as Mrs. Browning says of the tender mother-knack. "Such things are corals to cut life upon." And its sense is the very soundest and wholesomest sense that ever was put into little pates. The whole atmosphere of the thing is so sunny and breezy it cannot but be healthy.

The entire tone is so far away from the silly conventionalities of fashionable life, so perfectly natural and simple and unartificial that it draws the heart like a beautiful child—not beautiful only but a well taught and well mannered and healthy and happy
child! This is why we like Wide Awake particularly. It is a need in the life of young America. It takes the frills and furbelows from the girls, and the cigars and big oaths from the boys, and makes them real children; teaches them how to be merry and wise, to be high-toned, and tender, and unselish, and self-supporting, and above all to reverence whatever is venerable, to be staunch for faith and truth, to rise up before old age and to help the helpless everywhere. Its lead is in the direction of that pristine and patriarchal simplicity of living from whose beautiful and unaffected genuineness this young world has been drifting too far of late years.

Every child would be the better for its having, every home the richer for its getting, and every school the wiser for its reading. We believe it was one of the suggestions of The Educational Weekly that it would be well to introduce Wide Awake as a reading-book into the school-room. Nothing could be better. With its attractive dress and exquisite illustrations it takes the child heart captive before a word is read. And then the reading is such charming reading; the beautiful stories, history, and incidents making the best and wholesomest of the home and school and play-ground to come before them; and then the little verses—could anything be happier? And here justice demands a word of admiration for our own Southern country woman. There is nothing, absolutely nothing, between its pretty covers of morning-glories and holly berries sweeter or purer, or more artistic than the little poems there of Virginia's Poet Laureate, Margaret J. Preston.

OFFICIAL DEPARTMENT.

ILLINOIS—CIRCULAR—10. STATE CERTIFICATES.

DEPARTMENT OF PUBLIC INSTRUCTION.
SPRINGFIELD, ILL., Jan. 10, 1880.

State certificates are granted to teachers of approved character, scholarship, and successful experience, by virtue of authority conferred by the 50th section of the school law. The clause of said section which confers said authority is as follows:

LAW CONCERNING STATE CERTIFICATES.

"The state superintendent of public instruction is hereby authorized to grant state certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the state. But state certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners as the state superintendent and the principals of the normal universities may prescribe. Such certificates may be revoked by the state superintendent upon proof of immoral or unprofessional conduct."

After a careful consideration of what is believed to be the true intent and spirit of the law, and consultation with the presidents of the state normal universities, it has been decided that applicants for state certificates should be required to comply with the following:

TEMS AND CONDITIONS.

1. To furnish to the state superintendent of public instruction, prior to examination, satisfactory evidence of good moral character.

2. To furnish to the state superintendent of public instruction satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this state. The year in this state shall have been at a time not more than five years previous to time of examination.

3. To pass a very thorough examination in Orthography, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra, the Elements of Plane and Solid (not including Spherical) Geometry, and the Theory and Art of Education.

4. To pass a satisfactory examination in Natural Philosophy, Physical Geography, Anatomy and Physiology, Botany, Zoology, Astronomy, and Chemistry, as these are deemed essential to the highest success in some of the improved methods of primary instruction, and as most of these branches will embrace the rudimentary principles only.

5. To pass a satisfactory examination in the School Law of Illinois, especially in those portions thereof which relate to the legal rights and duties of teachers.

6. To write a brief essay upon some familiar topic announced at the time.

CREDENTIALS.

In respect to moral character, the only object is to be sure that the applicant is, in this respect, worthy. No set form of evidence is required, so that the fact of good character appears. If any applicant is personally known to the state superintendent, or the president of either normal university, as of good character, it will be sufficient to state that fact—no other testimonial will be necessary. If not, written testimonials from one or more responsible persons acquainted with the applicant, will be required.

In respect to the length of time that an applicant has taught, his own declaration, giving the time, place, and kind of school, will be sufficient.

Touching the question of success in teaching, written testimonials from employers, or other responsible and competent persons acquainted with the facts will be required. The evidence upon this point is vital and must be clear and explicit.

By "three years" teaching is meant three ordinary school years of not less than seven months each.

CONDITION PRECEDENT.

Satisfactory evidence relative to character, length of time taught, and success, must be furnished before a candidate can be admitted to the examination—it is a condition precedent, and should be transmitted to the state superintendent, by each candidate, along with his application for examination, so that, if defective, due notice may be given, and that there may be no disappointment or loss of time in the inspection of credentials, when the day of examination arrives. Any one whose credentials are unsatisfactory, will be promptly informed of the fact, and wherein, that the deficiency may be supplied, if practicable, and if not, he will be declared ineligible, and saved the expense of attendance. Attention to these preliminaries is important. There is no time to inspect testimonials during the examination, and none can be examined without them. Persons who have attended an examination for state certificates at some previous time and propose attending this year again, must furnish testimonials of character and teaching covering the time since they were last examined.

Papers forwarded as testimonials must in all cases be original. If any teacher wishes the originals returned, copies thereof, for filing in this office must be sent with the originals. When copies are so sent, the originals will be returned, but not otherwise.

BOARD OF EXAMINERS.

None but practical teachers, of high character and distinguished professional ability, will be appointed upon the state board of examiners. So far as possible the holders of state certificates will be chosen for members of that board. For each examination one conductor will be appointed who will have charge of the class and will make the oral examinations. There will also be appointed a board of three or more, who will meet at some central point and receive from the different conductors the written work of all the candidates and pass upon it after careful examination. Both the oral and written methods will be employed. The questions to be answered under each topic embraced in the examination, will be printed on slips of paper, and consecutively numbered. Each applicant will be furnished with one of these slips, and with pen and paper. A definite time will be allowed to each topic. Each answer must bear the number of the corresponding question. In questions requiring demonstration or analysis, the entire work should be given, and not merely the result or answer, so that the several steps of the process may appear, and the board be the better enabled to judge of the teacher's habits of thought and reasoning.

In addition to written answers to the printed questions, candidates will also be examined orally in reading and mental arithmetic.

When an examination, both written and oral, is made in any branch, the applicant's standing in that branch will be the result of both examinations; but the written examination will have double the weight of the oral in determining the standing.

PREPARATION.

It will not make the smallest difference what text-books teachers have studied in any particular branch or science, so that they have the requisite knowledge thereof.

MODE OF AWARD.

The greatest care will be taken to make the examination and final judgment strictly impartial. To this end, all candidates will be known during the examination by numbers, and not by their real names.

In examining the papers, the board will note the grade of merit of each one opposite the number found thereon; and in like manner, after all the pa-
pers have been examined and the result summed up, said result will be placed after the proper number. Each set of papers will be disposed of in the same way. After all the papers have been marked definitely and finally, the marks of the oral examinations will be combined with the marks of the written work. Diplomas will be awarded only to those candidates who are unanimously recommended for them by the board of examiners.

In determining the merits of the papers the examiners will be guided by the following principles:

1. The work of the candidates will be marked on a scale of 100; and 70 is fixed as the average required for the whole examination. The branches have been arranged in groups, and the minimum for those in each group fixed, as indicated below.

If a candidate gains the required average and does not in any branch fall below the minimum fixed for it, he will receive the certificate. If a candidate reaches the required average for the examination, but falls below the minimum in one or more branches, he will be admitted to another examination in those branches, and will be awarded a certificate when he has passed in each with a mark as high as the average for the examination. Other candidates who fail will not receive any credit for work done.

**GROUP I.—Minimum, 70.**


2. Reading. 5. Geography.


**GROUP II.—Minimum, 60.**


2. Algebra. 5. Physical Geography.


**GROUP III.—Minimum, 50.**


2. Chemistry. 5. Astronomy.


**TIME AND PLACES.**

Examinations will be held this year August 17th, 18th, 19th, and 20th, at the following places: Chicago, Oregon, Galva, Pontiac, Camp Point, Springfield, Paxton, Mattion, Belleville, and Carbondale.

**INSPECTION OF PAPERS—ANNOUNCEMENT OF RESULTS.**

No announcement of results can be made for some time after the close of the examination. The careful reading and inspection of several hundred pages of manuscript, with scrutiny of work and methods of analysis, etc., as to do impartial justice to all, require several days' time. The examination papers will be placed in the hands of the board of examiners, who will take them under advisement and report them as soon as practicable; and as soon as their report is received by the state superintendent, diplomas will be forwarded, by mail, to those declared by the board to be entitled to them. Applicants whose papers are not deemed satisfactory by the board, will be apprised of the fact by letter.

**GENERAL REMARKS.**

Punctual attendance upon all four of the days will be very important.

The rules governing the examination will be stated at the beginning of the examination, and certain general directions given, which there will not be time afterwards to repeat. Moreover, there will be fall work for the class for the whole time, and a teacher arriving after a portion of the topics have been written upon, cannot make up for lost time without protracing the examination, which it will not be practicable to do.

A state certificate entitles the holder to teach in any county and school district of the state, without further examination, and is valid for life, or so long as the personal and professional reputation of the holder remains untarnished. It is, therefore, not only the highest known to our system of public education, and an honor to those receiving it, but it has also an important business value to all professional teachers. It is the object of the law under which these examinations are held, specially to recognize and honor those experienced and successful teachers who have given character and dignity to the profession in this state, and to furnish to young teachers a proper incentive to honorable exertion.

**IOWA—SUNDREW RULINGS.**

1. The sub-director in district township, or the board in independent districts, should require from parents desiring the use of the school-house, security for its proper use, and its protection from other injury than natural wear.
THE TEACHERS' MEETING.

A PREACHER ON TEACHING.

The Rev. Dr. Thomas, of Chicago, visited this town last week, and delivered his lecture on "Social Forces." In this lecture he criticised the "cramping process" something as follows: He said that there is too much in the text-books, of secondary importance. That in some histories of the United States there are two thousand questions, many of which are on minor points, such as the dates of unimportant battles, etc., etc. In geography he made nearly the same criticism. He held that there is too much local geography taught, i.e., too much stress is put on learning the location of small and unimportant towns, lakes, rivers, etc. He would have many of these questions eliminated from the text-books, and, if any substitution was made, have it contain more important matter, such as the philosophy of history, physical geography, etc.; in the main, though, he would have these books condemned for the ordinary pupil. He eulogized most of the work of the schools, and stated among other things that these free schools were training pupils to think and that thinking had caused many a poor preacher to scratch his head for ideas.

In the main the Doctor's lecture was very acceptable to his audience.

S. D. C.

LAGRANGE, Ind., Jan. 20, 1880.

GIVE US OUR DUE.

Permit me, through the columns of your valuable paper, to call the attention of principals to just one point. They little know the value of an occasional word of commendation to their assistants and many of them care as little.

We are girls; and the majority of us with a high sense of our duty and responsibility, in having to do with the education of the future citizens of the state, and its possible members of Congress.

We have lofty ideals and are trying with all our energies to do our work in the very best manner possible, to leave no stone unturned that may give us new ideas, or better our old ones. You may say that that is just as it should be, and is no more than is expected of us. Granted; but do you think that it would shorten our period of usefulness, if an occasional word of commendation should be offered to show us that our work is seen and duly appreciated? It could not hurt us, and who can estimate the good it might do? Principals argue that teachers should not stoop to such trifles; that we should work for work's sake and not for praise.

We don't work for praise. We work because we want to,—the majority of us do, at least,—and we are not soulless machines unaffected by the moral atmosphere around us, and a word of judicious praise, in the right place, at the right time, to the right person, might do a world of good. Principals as a class are not slow to blame, and that severely, often unreasonably, when occasion offers. Why can they not be equally desirous to commend? There is not a teacher living who does not deserve praise—or perhaps encouragement might be a better word—sometimes; tho' her work, as a whole may not be deserving of commendation.

Help us to work onward and upward. Give us our due.

S. D.

MILWAUKEE, Wis., Jan. 16, 1880.

—Senator Sharon once dined with a literary club in New York. At the table he quoted from history, and so the story goes, a little man at his right joined issue on the question. Sharon waxed a trifle warm, and intimated that his opponent might be a clever sort of a man, but history was not his forte. After dinner Sharon remarked to a friend: "Who is that little fellow there who disputed my dates?" "Bancroft, the historian."
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Primer of Political Economy.
By A. B. MASON and J. J. LALOR. Price 62 cents.

"We have given it a pretty thorough examination, and in our judgment, it is better adapted for the use of the youth of our public schools than any other work on the subject that we can call to mind."—G. C., Cincinnati.

Animal Analysis.
By Prof. ELLIOTT WHITTLE. Price, 75 cents.

"An excellent book for the young student in the beginning zoology. It lays the foundation of observation and directs attention to the important characters upon which classification depends."—President Marx, Northwestern University.

By Prof. D. S. JORDAN. Price, $2.50.

"Dr. Jordan has embodied in this work the latest results of vertebrate research. No book of similar value contains so much and so reliable information suited to the special wants of students in the field or classroom."—New England Journal of Education.

GOOD READING.

Life of Benedict Arnold.

"Of great merit and historical value. It can be read with interest and profit for what it tells of a period which is fast fading out of knowledge."—Express, New York.

Motives of Life.
By Prof. DAVID SWING. Price, $1.00.

"Prof. Swing writes with the simplicity, the earnestness, and the candor which attract and charm the discriminative reader to all that is best, and noblest, and parent in life and character."—Evening Post, New York.

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By Rev. SAMUEL IVEY CURTIS, D.D. Price, $2.50.

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"The narrative is not dry on a single page, and the little history may be commended as the best of its kind that has yet appeared."—Bulletin, Philadelphia.

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