The Educational Weekly.

The First Periodical Entered at Chicago as Second-class Matter.

VOLUME VII.

CHICAGO, FEBRUARY 12, 1880. 

NUMBER 148.

The Educational Weekly.

EIGHT DISTINCT EDITIONS.

WEEKLY EDITION, $2.00 PER YEAR (40 NUMBERS).


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

S. R. WINCHELL, [EDITORS.] JEREMIAH MAHONY.

ASSOCIATE EDITORS:

O. V. TOUSLEY, Minnesota. B. S. ROCKWOOD, Wisconsin.

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

THE WEEKLY.

The readers of the Weekly are to be congratulated on the acquisition to the ranks of its special contributors of Mr. David Kirk, who conducts the Mathematical Department, a gentleman whose sound sense and practical experience in all kinds of educational work are apparent in what he writes; and Dr. Samuel Willard, Professor of History in the Central High School of Chicago, who this week takes charge of a column of "Notes and Queries." We are sure these two departments will be found attractive and profitable to the majority of our readers, and believe we have been extremely fortunate in the selection of their editors. It may be added that there are yet other suggestions of our subscribers which we are endeavoring to meet. We are not satisfied with the department called "The School Room," and shall be glad to receive special contributions to that department from experienced teachers. There is also a call for more simple reading matter, suitable to be used in the school-room. It would be premature now to make any definite announcement in regard to that, but it is safe to say that such a department will be placed in the charge of a lady of experience and skill, who knows the needs of the school and sympathizes with both teachers and pupils.

In France the reestablishment of the republic among able adverse parties of monarchists, imperialists, clericals, etc., called out the best efforts of patriots to endeavor to sustain it. M. Waddington (since Premier,) was made Minister of Public Instruction. He had a liberal training in England, where the principle of universal education—alike for all—has taken deep hold since the first World's Fair. He felt that the permanence of a republic depends upon the training of those who are to vote; and that the key of the whole position is the Primary School. In consequence the ingenious philosophy of the French mind under the best of culture has been applied to investigate their condition and needs; and great improvements have been introduced with out making violent changes. The denominational schools are vying with the lay schools in excellence and the approval of inspectors as the only means left of retaining to the church a control over the elementary schools. And these benefits to France have grown out of what seemed her disastrous prostration at the feet of conquering Germany.

Bishop Doane, of Albany, one of the most able and influential prelates of the Episcopal Church, while urging the establishment and support of Church schools and colleges, says: "We have got to accept the fact in this country, that large numbers of the children will be instructed in the public schools; unless the extravagance of our modern school boards, in over-educating children into utter unfitness for, and discontent with, their providential position and their appointed sphere in life, reacts into an overthrow of the whole system. And the public schools must be, and ought to be, absolutely secular. The thin veneer of so-called religion laid on the system, by the casual reading of half a chapter of the Bible, only deludes people into an easy excuse for neglecting their duties, about the religious training of the young. We cannot undertake to compete with common schools, by parochial schools. The great majority of American children must be educated in the public schools."

In the main, we agree with the Bishop. The public schools must and will be the educators of the nation. Whether there be "over education" or not depends upon its quality. A wretched smattering of the "ologies" and ornamental branches can accomplish little but to make pupils discontented with the places they must fill, without fitting them to do anything better. But when it is practicable to give thorough instruction in the higher branches, we fail to see the force of the argument.

As to the use of the Bible as a mere formal exercise in reading, we have always held it to be a pious fancy, allowable where it is desired, but productive of no substantial benefit. At the same time, we believe that it should be retained as a basis of moral instruction; and that certain portions of it, such as the Ten Commandments, the Lord's Prayer, and the Sermon on the Mount, should be made familiar to all pupils. The Bible is used as a sanction to oaths in the courts, and all citizens should be educated to reverence it. The schools should not undertake, of course, to expound its theology.

TWO HIGHLY EDUCATED.

In a December number of the London Times "A Disappointed Mother" enters the complaint against the great schools of England, that her two sons, sent to them in compliance with her husband's will, after due preparation and examination, cannot obtain the situations on which their and her livelihood now depend, because they are not sufficiently versed in the common branches. They have lost at the great schools what they had attained before. They are now 20 and 22.

"A Parent" tells in a later number of the same paper of a similar experience. After sending two boys for three years to endowed schools, too wealthy to care for complaints, at a cost of $800 to $900 yearly, the elder came home unable to spell or even to write legibly. The younger had been well taught by a governor, but came from the great school as ignorant as his brother in the every-day branches, including arithmetic. They had learned Latin and Greek exclusively and well, and were healthy
and happy. The principals are spoken of as highminded, honorable men, but "the system calls for inspection; it leads to disappointment and to wasted lives."

GIVE US MORE ESPRIT DU CORPS.

One would think that of all classes in the community, teachers would be the first to sustain their papers. Yet, we venture to assert that there is no other learned profession that to-day is doing so little for the maintenance of its periodical literature. This may be in part due to the fact that the teacher's profession demands such a wide scope of reading and such a many-sided culture, that there is little time and money left for journals that are devoted more especially to the interests of our schools. The same may be said, however, of all the other professions, in a degree. They all demand extensive reading and varied information, and all who excel in them must find time for this.

Making all due allowance for the requirements of modern learning, we still feel that teachers, as a class, are behind the age in attention to the details of their profession and in the use of means provided by the press for promoting their success. We account for this apparent indifference, in part, from the lack of esprit du corps among us. We have hardly yet crystallized, as a profession, except in the great centers. The mass of teachers do not realize that they belong to a profession, among the most honored, useful, and influential on the face of the earth. A great many teachers do not really belong to it. They are only hangers-on, camp followers, as it were, "hired" for a term or two, with no intention of making a business of their work, and rising in it to a high degree of excellence and success. Of course, they have no interest in anything beyond the perfunctory performance of their duties, and the drawing of their salary. We do not expect much from them, and we are never disappointed.

But there are a great many teachers, a large majority, we believe, who are ambitious and conscientious, who seek to excel, and are always on the alert to learn something that will enable them to do their work better. It is to their class that we look for encouragement in our work; and we believe that such teachers will readily perceive the immense importance of building up here in the West an Educational Journal that shall guard their interests, and bring them into closer relations, while it keeps them informed of the latest and best methods of attaining the results they are striving to reach. We want ten thousand more such teachers on our subscription list.

AN IRISH STEW.

A NENT the visit of Mr. Parnell, as a matter of historical and geographical knowledge, a brief review of the industrial history of Ireland may not be out of place. It is a delusion of Irish orators that Ireland was destroyed on the battle field. On the contrary the score is pretty even in that respect.

Ireland was invaded at the instance of Henry II. to punish her people for not being good Roman Catholics. The first was a filibustering expedition under an enterprising youth named Strongbow. She was conquered pretty effectually by Elizabeth; massacred by Cromwell; conquered again by William III., and industrially killed by his parliament. The last two wars she got through her wretched loyalty to the crown of England and the house of Stuart.

After each conquest a great portion of the land was confiscated and divided among the successful soldiery and friends of the monarch, so that in the time of William III. no Irish Catholic could own real estate, or personal property which his Protestant neighbor offered to purchase at the latter's prices. Catholics were at this time deprived of their civil rights, which were not restored entirely until 1832.

So much for the political history. In regard to religion, a priest was a felon ipso facto and celebrating mass, a crime. The living in Ireland of a member of a religious order was an indictable offense until quite recently, and the people, until its disestablishment, had to support a Church to which the great majority of them did not belong. Sending a youth out of the country to have him educated would deprive him of his civil rights and property, and for a time the leading import trade was that of smuggling in wine, brandy, and scholars. Industrially, Ireland was checked as follows: In 1663 the colonial policy was adopted of compelling all raw material to be sent from her dependencies to England, worked up there, and then reshipped as manufactured goods to the colonies. This finally led to our revolutionary war. Other nations retaliated, and Ireland being neither a nation nor a colony was shut out from all the commercial world but England. Earlier than this the exportation of live cattle was prohibited from Ireland to England. Then the Irish fell back on sheep-raising and the manufacture of woolen goods. In 1669 the exportation of woolen goods to England was prohibited, but the exportation of English woolen goods to Ireland was encouraged by a duty so small that the English stocking makers could undersell the Irish in their own markets. But the Irish went to France and succeeded in underselling the English in the markets of the world.

In 1739, on account of the superior quality of Irish wool and the advantage it was to France and Germany, a law was passed prohibiting the export of yarn or worsted from Ireland to any country but England. But it kept going just the same by smugglers, and the Irish took their pay in wine and brandy, and were always happy if not rich.

To kill Irish commerce the importation of ship-building materials from the colonies was forbidden as was the exportation of any article but "servants, virgins, and salt," and also the bringing back of a cargo, unless the same was unloaded in England and reshipped to the sister isle. The importation of anything used in manufacturing, especially dye stuffs, was absolutely prohibited. Is it a wonder that Irish trade and commerce did not flourish?

As to the land. There are four provinces in Ireland—Munster, Leinster, Connaught, and Ulster. Ulster was "planted" by Presbyterians in the reign of James I., much as Virginia was planted by Anglicans. A peculiar privilege was given them in what became known as tenant right; that is, the right of continuous occupancy of their holdings. In the course of time this right came to have a market value frequently equal to the fee simple of the landlord. A tenant could not be dispossessed even if he did not pay his rent until the landlord had settled with him for his tenant right. Ulster was "planted;" Leinster and Munster were unplanted; that is, the native Catholic population dispossessed of the land and the fee in it given to English who would not live in it under any circumstances. And they were right, for the dispossessed Irish gentry took lodging in the lonely glens and mountains, and under the name of "rapparees," made it uncomfortable for their successors of English extraction who happened to be out late. The fact that the priest was proscribed gave law-breaking the sanctity of religion. His religious ceremonies were the greatest crime in the eye of the law, and, very naturally, killing a tithe-proctor or an intruding and cruel land-
lord came to be almost a religious duty among the Catholic Irish. In Ireland it is heroic to be a law-breaker, it is glorious to be hanged; but it is inexpressibly mean to tell of a criminal. This feeling of the Irish—it is with them in America—has saved many a neck for which the gallows was aching. Curran's description of an informer gets point from this circumstance: “Buried a man, left till his soul had time to fester and rot, and then dug up a witness;” and the people, as he entered the court, “drawing back from him in the undissembled homage of deferential horror.”

The remaining province was “transplanted;” that is, the Catholics of Munster and Leinster, as far as they could be caught then dug up ’a witness;” and the people, as he entered the court, “a sort of reservation for the wild Irish. All this happened not because the Irish were finally whipped; for they were not. Sarsfield’s army marched out of Limerick under arms, with bands playing and colors flying; but because the treaty of Limerick was broken by the parliament of William.

Out of all these circumstances there grew a peculiar system of land tenure called tenancy at will. There were leases, mostly for 21 years, or for “three lives” at first, but gradually this system was discontinued by the landlords, and land is held at the will of the landlord or his agent. There are many good landlords, as there were many good masters in the South, but the power to turn people out of their houses without legal process and to seize the crop before it is harvested and take it for the rent, is as dangerous as the power to flog negroes was before the war. This system is a check on enterprise; it discourages men from improving their land, for all improvements are liable to be confiscated in a raising of the rent. With no manufacturers to speak of, the Irish have to send away their produce to pay rent, taxes, salaries, pensions, etc., etc., and in the course of time the land becomes depleted. The poorer classes never had much more than Sir Walter Raleigh’s equivocal gift, the potato, and when that fails they are in a bad fix. If it hadn’t failed in 1845-6-7-8, and its failure caused the consumption of £94 of a small farmer’s savings which he expected to make £100 and portion off a daughter therewith, the Weekly wouldn’t have any shillelah editor, and if it hadn’t failed these two seasons past, Mr. Parnell wouldn’t probably have visited the United States. His visit has a double purpose. To collect for present suffering and to bring about reforms in land tenure so that the tillers of the soil, by means of a loan from the government and a portion of the fund from the disestablished church may buy out the landlords, paying in installments covering a term of 35 years, and then owning the land they till, as do all the people in Europe except the subjects of Her Majesty, Victoria.

Ireland was left the linen trade. Why? Because England couldn’t take it away. It is easier to work up wool than to work up flax. English manufacturers tried to compete with Ulster in this industry but could not quite succeed. However, parliament at one time prohibited the exportation of sail-cloth and colored linens from Ireland. That is, the Irish could make linen but had to send it to England to be dyed. This drove 30,000 Presbyterians from Ulster to the colonies of North America just before the Revolutionary War. The English colonists wanted a redress of grievances, but the Irish wanted vengeance. “The treasured wrongs of fifty years” made good ammunition from Bunker Hill to Yorktown. None of them were tories; eleven out of the fifty-six of the signers of the Declaration of Independence were Irish.

The poplin industry was introduced into Dublin by a French Huguenot in 1693. It flourished amazingly till the exportation of woolen goods, or goods mixed with wool, was prohibited. Then it languished. But when Grattan and his 100,000 Protestant volunteers wrested Irish independence and a removal of restrictions on commerce in 1782, it revived again, and in the eighteen years before the Union, Ireland doubled in population and quintupled in wealth. As 50,000 Swiss were about to come to Dublin to engage in the silk and poplin manufacture, the act of Union was consummated by the bribery of Castle- leigh, differential duties were restored, the silk looms of Dublin stood still, for Ireland politically and industrially was a corpse. Dublin retained a shred of her poplin business, Belfast retains her linen, Limerick her treaty-stone and fish-hooks, Cork her whiskey and orators, and the rest of the country potatoes and sour milk for the pigs, and potatoes and salt for the people. No potatoes no pigs, no pigs no money to pay the rent. A lease needs a government stamp, but no stamp is needed on a notice to quit. An interested observer at the Paris exposition of 1867 could see no product of Irish manufacture, but some bog-oak jewelry and a rug bearing the legend cead mile failte (a hundred thousand welcomes). These were Ireland’s contributions to the world’s great show—the one a pre-historic relic, and the other a household article for the world to wipe its feet on!

Parnell is half Irish, half Yankee; he is the grandson of Commodore Stewart, “Old Ironsides.” Let America give him a cead mile failte in cash.

(The above expression is pronounced, as nearly as can be indicated, Keeth meela failtha.)

IF MUSIC, WHY NOT ELOCUTION?

Prof. S. S. Hamill, Chicago.

For years vocal music has been regularly taught in all our city public schools. Skillful teachers have been employed, time has been given to the study, and hundreds of thousands of dollars have been annually expended that our children might learn to sing. All this is right and proper, and only in rare cases has it been questioned.

Music is a most desirable accomplishment. It elevates the moral nature, cultivates the aesthetic taste, refines the physical powers. Our children should be taught to sing.

But if it is important that our children be taught to sing, is it not equally important that they be taught to read and speak, and conversate properly? Is singing so much more desirable than elocution? Is it as important in the daily duties of ordinary or professional life? Does the study of music cultivate any powers intellectual, moral, aesthetic, or physical that the study of elocution does not?

Let us briefly compare the advantages to be derived from the study of music and elocution. First, let us consider them as accomplishments. Is the ability to sing words with set notes so much more desirable than the ability to read those words with appropriate modulation? The one is largely mechanical and imitative, the other intellectual and originitive. In singing, the tune is composed by one person and sung by another; in reading, the modulation of the voice which corresponds to the composition of the tune must be originated by the reader himself; and that too while engaged in the mechanical act of vocalizing. Rarely does the musical composer and the accomplished singer
exist in the same person. The modulation and the execution must exist in the same person. Modulation in elocution cannot be definitely indicated to the eye and therefore accurately followed. Musical composition can.

But as an accomplishment for the entertainment of others is music more desirable than reading? This will depend largely upon the taste of those to be entertained. Some would prefer music, others reading. It may be justly questioned whether in the family circle the daughter will better entertain the household with her music than will the son with his reading from the poets. In the social circle the taste is just now in favor of reading. No social gathering is complete without a reading or recitation. Upon the stage Pinafore has not been more popular than Joshua Whitcomb, or Kellogg—Patti's Bohemian Girl—than Booth's Hamlet. As an accomplishment the superiority must be determined by individual taste.

Let us, second, note their advantages in the daily duties of ordinary and professional life. Singing might be entirely dispensed with and yet the duties of ordinary life be successfully conducted. Elocution must be employed wherever thought and feeling are expressed. Every utterance in the family circle is an illustration or violation of the principles of elocution. The proper application of the principles of expression greatly enhance the pleasures of the family. The influence of the mother's tones upon the children cannot be estimated. A pleasant voice soothes, a harsh one irritates. Where a mother sings once to a child, she converses with it a thousand times. In the family circle the advantages of elocution are far superior to those of music.

In the social circle also these advantages must be accorded to elocution. The voice is employed in conversation a thousand fold more than in song. Pure, clear, sweet tones, and easy, graceful manners give a charm to social life. Here, as often in professional life, the manner as much as the matter wins.

In business life, where singing is rarely employed, elocution is constantly used. Kindly tones gain friends, win custom, and give success. No man is indifferent to "words fitting spoken." The modulations of the voice are as important to the tradesman and the mechanic as to the professional man. In professional life the advantages of music cannot for a moment be compared with those of elocution. The lawyer never uses music but constantly elocution. The statesman and politician speak but never sing. The duties of the sanctuary demand both music and elocution, but how strangely is the latter neglected. To praise God in song the choir must meet regularly and practice carefully; every voice must be in tune, no jar or discord must exist there. But often the melodious notes of the choir have scarcely died away, before the harsh, hard, discordant tones of the minister are lifted in prayer to that same God whose praises have been so sweetly sung. Now it is barely possible that the aesthetic taste of the Almighty is not limited to praise alone, and that pleasant tones in prayer might also be acceptable to him. A ten thousand dollar organ for praise; a cracked voice for prayer and sermon. Such striking contrasts are at least not complimentary to the Lord; and certainly not pleasing to the people. For the sake of the heart the Master may accept both, but he certainly cannot admire the latter. In many cases congregations are becoming dissatisfied, and some have gone so far as to request the pastor to cultivate his voice.

In the medical profession elocution plays no unimportant part. The cheerful, kindly, encouraging tones of the physician often heal quite as rapidly as his medicines. The harsh, rough phys-

In all the duties of professional life, the advantages of music cannot be compared with those of elocution.

Let us note third, the intellectual advantages of these studies. It cannot be claimed that the ordinary study of music affords a high degree of mental culture. The songs that are usually sung are easily comprehended, the tunes are readily memorized. Elocution demands a thorough comprehension of the most difficult passages of prose and poetry, a perfect knowledge of the science of elocution, and the exercise of the judgment and taste in the application of the principles understood to the thought comprehended. No study pursued either in school or college course furnishes a higher mental discipline than the study of elocution. It combines the study of both literature and science. The moral effect of music can hardly be superior to that of elocution, since the study of the latter brings us in contact with the noblest thoughts and feelings of the past and present. The modulations of the voice unfold the harmony of sound and sense and lead to the study of the voice of God in nature. They teach us when to use those tones appropriate for the expression of the grand and noble and to avoid those only appropriate for the vile and debasing. In their moral effects music and elocution may be regarded as equal.

In the cultivation of the aesthetic nature the superiority must be accorded to elocution. Tunes, as a general rule, are fixed, modulation is ever varying. Every reading of a selection is, or should be, a search for new beauties. Only the musical composer strives after new combinations.

The advantages in vocal culture clearly are on the side of elocution. But three essential elements are recognized in music, six in elocution. Music cultivates but three qualities of voice; elocution, eight. The exercises for vocal culture in elocution are more varied and much stronger than those in music. Music does not include action, and but little of expression. Elocution demands ease and grace in gesture, power and propriety in expression.

As a physical exercise elocution calls into action, more vigorously than does music, all the muscles and organs. In position, gesture, and attitude, the physical powers are often severely taxed.

We have thus endeavored to show that the study of music can claim no advantages over elocution, and we repeat the question, "If music should be taught in our public schools, why not elocution?"

**ALPHABET ANALYSIS—A FUNDAMENTAL NEED.**

The manual of Dictée, referred to in the Weekly for Jan. 15, p. 365, gives an alphabet analysis which divides all speech-sounds into six distinct classes. All the sounds in each class are produced in the same way; the only difference being in the part of the breath passage or the shape of it where the impact of the breath flow (in the case of vowels) or its interruption (in the case of consonants) occurs.

The first lesson for the learner is that sound is produced by the breath rubbing through some crevice so narrow as to make it rush or splash like water in waves or motion. Waves and jets of water are used as the chief means of illustration of how sound is conveyed, and why sounds differ so infinitely in tone or quality.
There are three "doors" in the breath passage through the mouth, besides one side door to the nose, and the glottis-door in the larynx. The three mutes are produced by shutting one of the three mouth-way doors for each respectively; viz.: the lip-door for p; the tongue-tip-door, for t; and the back-of-tongue door for k. To add voice to these, the glottis-door is nearly closed (so that its edge quivers in the breath stream like a corner of paper loosened from the glass in a window crack,) and when thus "voiced" they become B, D, and G (gay) respectively. The mutes are typified on the alphabet by a jet from a hose nozzle, thus "voiced" mutes are typified on the alphabet by a jet from a hose nozzle, thus "voiced"

When p comes before a vowel, it gives it a sort of smack to start with, that we can hear as far as we can hear the vowel—nearly a mile when mother Dinah is calling her boy Pete. We hear more of B—that is of p with "voice" let on at the glottis door; because when the breath pushes through that door it rumbles in the mouth until the mouth is filled full. Sound ceases then because no more breath can be compressed into the mouth till we open the lip door to let out a vowel. If the vowel is a big round one as O, or a big broad one as ah, and you have a good bouncing B behind it the dog or cat will run as if you had fired a gun off.

But when p comes before a vowel, it gives it a sort of smack to start with, that we can hear as far as we can hear the vowel—nearly a mile when mother Dinah is calling her boy Pete. We hear more of B—that is of p with "voice" let on at the glottis door; because when the breath pushes through that door it rumbles in the mouth until the mouth is filled full. Sound ceases then because no more breath can be compressed into the mouth till we open the lip door to let out a vowel. If the vowel is a big round one as O, or a big broad one as ah, and you have a good bouncing B behind it the dog or cat will run as if you had fired a gun off.

The mutes t and k have a little more sound than p has when taken alone, because the breath that puffs out when we open their doors for them, strikes against the teeth for t and against the tongue and palate for k.

**TEACHING.**

1. Assign lessons by topics, not by pages of the book. Take into consideration the mental and physical abilities of the class and make lessons to correspond. Enliven your school with frequent general exercises in which all may join, such as singing, gymnastic exercises, utterance of the elementary sounds, repetition of proverbs and maxims, and concert exercises on the wall maps.

2. Begin every recitation with a definite object in view and with a matured plan for the accomplishment of that object.

3. "In giving primary instruction, or lessons, the teacher should aim: (1) To instruct; (2) To drill; (3) To test. In grades farther advanced the order should be reversed, the objects of the recitation being: (1) To determine thoroughly the pupil's preparation; (2) To cultivate the power of expression; (3) To explain difficulties and illustrate the subject."

4. Make special preparation for the work that you may not be confined to the text-book. Add something to the text-book at every recitation if possible.

5. Avoid doing the reciting yourself—that should be the work of the class. Do not answer questions in asking them.

6. Teach your pupils how to study. Require much written work from all grades and insist on neatness and legibility.

7. Never tell a pupil anything that he can learn without aid. Too much help weakens; too little, discourages.

8. Cultivate natural pleasant tones of voice in both yourself and your pupils.

9. In teaching reading, especially in the lower grades, the teacher should read every paragraph with the proper expression before requiring it to be read by the pupil.

10. Do thorough work in reading, spelling, writing, and the fundamental rules of arithmetic.

11. Every pupil who is able to read in the Second Reader should be able to write a plain, legible hand and to properly write, fold, and direct a letter.

12. The pupils in the Commencing Class and First Grade cannot study their lessons—their work is to imitate what they see and hear. Their lessons should be heard in the early part of the session and after they have written or printed a portion of the next lesson they should be sent out to play if the weather is suitable.

13. Attend to one thing at a time. Do not stop in the midst of a recitation to reprove a refractory pupil; nor allow pupils to come with words to be pronounced or questions to be answered while a class is reciting.

14. Have declamations, essays, etc., at least every two weeks.

15. "Be earnest and systematic in the preparation of lessons, kind and sympathetic in intercourse with pupils, giving them such earnest words of judicious praise as cheer and warm the heart."

16. Strive by every possible means to improve your methods of teaching. Attend the Normal Institute and the teachers' associations; read books on teaching and take some good school journal. The car of Progress is moving and nothing short of hard work will keep you abreast of the times.—Supt. Z. T. Hawk, Iowa.

**TAE ASPECTS OF THE TEACHING PROFESSION.**

PROF. W. H. PAYNE, University of Michigan.

We aspire to professional recognition, yet are half conscious that we are not entitled to it. The world outside will recognize our professional claims when we have fully deserved them. Let it be our purpose to discover the marks that distinguish a "profession" from a "calling," that we may properly estimate our resources and needs. Let us know both our limitations and our possibilities, that we may know what to do and what to leave unattempted. A profession is a body of men hedged about with rights, privileges, and prerogatives, denied to others. The three learned professions, law, medicine, and theology, do not owe their origin to self-assumption, nor are they the outgrowths of caste, but are exponents of the reverence that is instinctively felt for superior wisdom, skill, and worth. The trades require a trained hand, and the professions a trained mind. In the first, muscular dexterity is at a premium, while in the second, mental acumen is the condition of success.

In this country the conditions for membership in the teaching class are fixed by law, and admittance is guarded by formal examinations. In this we have seemingly one of the marks that distinguish a profession from a "calling." But what is the test for admission? That kind and amount of knowledge possessed by every intelligent and moderately educated man and woman. This test, then, is formal and not real; our defenses are shadow and not substance. Discrimination is based on the idea that fitness to teach is a certain amount of general knowledge. If...
the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.

The erection of a chair of pedagogy in the University marks an admission to our calling were conditioned on the general educational science. The full attainment of its ends, the exercise of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the possession of ordinary knowledge is the test of fitness to teach, then there is no real ground in law for recognizing teaching as a profession.

Of the two kinds of human employment, severally involving the resources of the hand and of the head, teaching unmistakably belongs to the second. It is an intellectual occupation, and it further belongs to that restricted rank in which rational practice demands a large body of peculiar knowledge and the use of the highest faculties of the mind.

Three conditions are required for a typical profession: 1, the art must involve the conservation of human interests of the first order; 2, the proper conservation of these interests must involve the exercise of extraordinary skill; 3, the possession of a peculiar body of knowledge, scientific, and difficult to attain.

The art of teaching certainly fulfills two of these conditions. It holds in its keeping the highest of human interests, and demands for the full attainment of its ends, the exercise of the highest skill. As yet teaching is an art without an explicit science. The science exists, but its existence is not acknowledged nor公认.
The pointing off can always be done by inspection, and it is only necessary to remember the two multiplications, and the one division.

Analogous rules are sometimes given, but each applies to a single rate per cent only.

The analysis of our rule will appear from the following: Taking the formula \( i = \frac{pr}{100} \), and substituting, we get \( 375.48 \times \frac{H}{361.25} = 37.756 \).

The different denominations in the factor \( i \) must be reduced to one as in above. We see from the above why we point off 5 places; two are counted for the cents, two for the decimal indicating the rate, and one for the cipher in the denominator, which, for convenience in dividing, is omitted.

---

**NOTES AND QUERIES.**

To Correspondents:—Make queries and answers short as possible, and clear. Do not write on the same paper with other queries, but always on separate slips, and on but one side of the paper. Put but one subject in a query or in an answer. Refer to previous queries by number and page.

**Editor of N. and C. Column.**

In the department of Notes and Queries we shall present such questions as are sent us by our readers, if the discussion of them seems likely to be profitable; for, as our space is limited, we must choose among those that come to us. There are many unanswerable questions that float into such nooks, and a thousand questions may be asked about solutions of arithmetical puzzles, and about how to parse this or that word, the answers to which will not illustrate any principle or valuable method. We shall be hospitable, but certain vagabonds may not be kindly entertained. We shall be glad to receive answers from all who take interest in this corner, as well as questions.

No. 1. None of the Natural Philosophies with which I am acquainted tell why a hollow cylinder is stronger than a solid one of the same material; why is it so?


**Answer.** Take a smooth-barked rod and bend it until the bark on the concave side is wrinkled. Now the bark on the other side is stretched to the point of giving way, while the concave bark is compressed until it cannot keep its proper place. But between these two extremes, the center of the rod is neither stretched nor compressed; and its material is doing nothing to resist the strain which is tending to break the rod. The nearer any part of the rod is to the center, the less it does to resist the strain; and the farther any material is from the center, the more resistance it gives. Hence, to resist a bending strain, the material is best placed in a hollow or tubular form, with no substance in the center, and as much as possible at a distance from it. If the resistance must be to strains liable to come in any direction, the cylindrical form is most economical; but when the strain comes in one direction only, as in a bridge, the rectangular form is better, the main strength being thrown into the sides.

DR. WILLARD.

No. 2. What is the cause of the periodic rise and fall of the waters of the numerous small lakes in Southern Michigan? The period is about seven years the inhabitants say.

F. G. M., in ED. WEEKLY, No. 127, p. 73.

**Answer.** Accurate observations of the phenomenon for a period of 30 years or a century will be needed to establish the alleged fact, to begin with; then comparison with meteorological records will doubtless reveal the cause.

DR. WILLARD.

No. 3. Will not the spelling reform, if successful, greatly injure the study of etymology, by making it very difficult, if not often impossible, to run derivatives back to their primitives? If so, would it not certainly greatly injure our knowledge of the primary signification of words?


**Answer.** The men who are most learned in English etymology answer "no," very emphatically, and say that they are out of patience with the objection, considering it as repeatedly and fully answered. F. G. M.'s question, in the strong way in which it is stated, must certainly be answered in the negative; if he had asked, "Are there not many words whose etymology will not be so plain in a reformed spelling?" the answer would have been "yes." Conversely, the etymology of some words will be plainer in the reformed spelling.

DR. WILLARD.

---

**MATHEMATICAL DEPARTMENT.**

The Mathematical Department will be devoted to the elucidation of principles rather than to the solution of curious problems. Questions in transcendental analysis, being beyond the range and requirements of the majority of students and teachers, will not be discussed, except incidentally.

Communications for this department should be sent to DAVID KIRK, Jackson, Minn.

---

**A RULE FOR COMPUTING INTEREST.**

The rules for computing interest given in the text-books are sufficient for the needs of most persons, and those having occasion to find interest will select from them the rule best adapted to the example in hand, or they will use a process of their own, provided they possess sufficient knowledge of arithmetic. There are many persons, however, who barely know the fundamental operations of arithmetic, that would be greatly aided in business calculations if they could employ a rule for interest involving only the "four rules."

The following rule is recommended: Multiply the principal by the number of days in the entire time, considering 30 days a month, and 360 days a year, (as is usual in interest rules): Multiply this product by the number expressing the rate per cent. Divide this product by 36, and from the right of the result point off 5 places. The dollars will be found at the left of the point. This rule is always correct, and it involves no fractions except when the rate is fractional, as \( \frac{3}{2} \) per cent. Fractional rates are not common, however. A remark is necessary in explanation of the pointing off. If the principal contains cents, follow the rule; but if the principal contains dollars alone, point off three places from the final result. The following problem and solution will make the manner of operation plain: Find interest of \$175.48, for 1 year, 5 months, and 7 days, at 7 per cent.

\[
\begin{align*}
375.48 & \text{ Principal.} \\
517 & \text{ No. of days in time.} \\
262836 & \\
37548 & \\
197740 & \\
19412316 & \text{ No. expressing rate per cent.} \\
36013588612 & \\
37.74617 & \text{ Interest.}
\end{align*}
\]

Although the above rule is, in general, as good as any, it is particularly useful to such as have an elementary knowledge of arithmetic, and to many others who are always in doubt as to the accuracy of their work, being like the school teacher in Minnesota, who, wishing to resist the payment of illegal interest on a note, got three lawyers to cast the interest for him.
THE STATES.

ILLINOIS.—Professor S. H. Peabody, of the mechanical engineering department of the State University, has tendered his resignation, and closed his connection with the University. He left Feb. 5, for New York, where he becomes editor-in-chief of the American Book Exchange.

Peoria night schools are well attended, but by the three months limitation rule of the board must close in a short time.

Principal James of Amboy answers very satisfactorily our question of three weeks ago, "whether any of the pupils ever stay out the whole half day so as to avoid being tardy." He says, "At first there was a tendency to remain absent during the entire session rather than to be tardy, but our pupils soon learned that that would not work well, and at present are putting forth the effort necessary to prevent tardiness. Occasionally a pupil is reported for absenting himself for the reasons spoken of above, but not more frequently than for truancy or other misconduct." Mr. James quotes from the school records to show that with the decrease for several years, of the number of tardinesses, there has been a regular increase in the per cent of attendance.

Virgil A. Pinkley, a former Illinois teacher, is making quite a stir in the East as an eloquentist and a teacher of the art.

Morris public schools have four buildings and sixteen teachers. Their center building, completed three years ago, is one of the best in the state.

Grundy county instituted at Morris the first Saturday of every month.

L. T. Regan presides at present.

Miss Emma C. Piatt, of Illinois University, has entered upon work as assistant principal in the schools at Marengo.

The second annual literary and musical contest between the two state universities of Illinois will be held at Normal, McLean county, Thursday evening, March 11. The program will consist of debate, orations, essays, declamations, vocal and instrumental music. The contestants represent the ability of the two schools, and it is expected that the contest will be closely fought. A large attendance is expected and arrangements will be made for the hotel accommodations of those from abroad.

The Industrial University of Champaign has been having quite a little revolt among her students on account of some disagreement about the recommendation of certain of them to the governor for appointment as military officers. The faculty are not likely to be driven into recommending the unworthy for positions.

The attendance at the Ottawa meeting of LaSalle Co. Institute, Jan. 31, was remarkably good, and every exercise on the program was presented as announced. The next meeting will be held at Streator, Feb. 21.

Mansfield school (Piatt Co.) gave a novel evening entertainment Jan. 30. It consisted of black-board and other class work, and reflected great credit on the pupils.

Principal Hewett of Normal and Prof. White of Peoria are the only Illinois educators named in the bill now before Congress for the incorporation of the National nacitonal Association. The latter has been in attendance most of the meetings for twenty years.

At Beloit, McLean county, Feb. 14, 1880, the teachers' institute will settle the question "Should a teacher court one of his pupils while teaching?"

The Peoria Conservatory. It is a very neat structure and is a great addition to the appliances of the University for practical instruction.

It was also decided to provide rooms in the large building, known as the "boarding-house," for the School of Industrial Art, under Prof. L. S. Thompson, which has outgrown its accommodations in University Hall. The rooms in University Hall, now occupied by Professor Thompson's department, will be fitted up for the School of Agriculture, which has made so promising a beginning.

The annual report shows that the University is in a prosperous condition. The condition of the new Department of Agriculture and Horticulture and Practical Mechanics gave the Trustees special satisfaction.

Prof. Thompson presented to the Board a beautifully executed bust of ex-President Cooffoth, and the Board voted thanks and ordered the bust to be placed in the College Chapel in an appropriate position.

IOWA.—The Adair County Normal Institute will be held at Greenfield, March 15. This is the first of the season.

Iowa has 577,353 persons of school age and over 87 per cent of those, or 504,700, attend school.

Prof. Calvin, of the University, is lecturing on "Coal."

The students of the medical college at Keokuk gave $65 to a student and teacher in the high school who lately lost his three children by scarlet fever.

The bill for a system of uniform text-books, now before the Legislature, provides for a vote by the people to settle the question whether books shall be uniform or not, said vote to occur at the next October election.

The board of the Academic department of Wesleyan University has a fine normal class this term.

Some of the energetic, enterprising teachers of Jackson county are preparing for an educational exhibit at the annual fair of the Jackson county agricultural society next fall. Premiums will be awarded for excellence in school work.

The Davenport Gazette speaks out strongly for industrial education, and wants somebody to "put the elements of manual training into public schools throughout the commonwealth."

Governor Gear has shown by deed and word that he is a friend of our common schools. We hope our law-makers will heed his wise suggestions.

A bill is before the legislature which provides for the establishment of a college of dentistry in the medical department of the State University.

School attendance in Keokuk is marred by much sickness.

The Tipton Times says that the women are not without friends in the Iowa Legislature. "Those who would give them the right to hold office without subjecting them to the onerous burdens of citizenship are their true friends."

Supt. Akers, of Cedar Rapids, lectured before the Cedar County Teachers' Association last week.

Mr. W. B. Smith, formerly an assistant in the Davenport high school, is now teaching in the Leeville public schools.

Co. Supt. N. W. Boyes, of Dubuque, reports the average compensation of male teachers in that county per month as $50.15; of female teachers, $29.12; total value of school property, $250,000; total number of public schools, 128, of which number 15 are graded; total number of private schools, 13.

The Tippecanoe Advertiser says: "We notice that one of the 'reports' published last week in the 'Educational Column' claimed that not a pupil in a certain school had whispered a single whisper during the entire month. We don't presume to doubt the fact, but—looking back on school days of the past, we should infer that school must have consisted of two pupils, seated so far apart that a whisper wouldn't reach."

Supt. Speer of Marshall county says: "With the permission of the teachers, I will examine the 4th and 5th grades, in the schools I visit this winter, in the spelling they have passed over during the term; in ability to add and multiply; will give dictation exercises to test ability to capitalize, to use the less difficult marks of punctuation and to abbreviate correctly. Will read two or three paragraphs of some story selected from one of the readers, and request that the pupils write the substance of it in their own language."

MICHIGAN.—The Greenville schools enroll 650 pupils, employ 13 teachers besides superintendent. The four highest positions are held by their own
graduates, all doing good work. The feeling between patrons and school is of the most pleasant nature. A good number of foreign pupils in attendance. The superintendent conducts a monthly institute, or assigns the duty to some other teacher. Music, map-drawing, and language lessons are made specialties. The errors in spelling in monthly examinations are all noted, and made the basis of a spelling exercise. Bro. Church is a hard worker, deserves, and will win success.

St. Johns is building an addition to Central building. The Independent speaks very highly of their lyceum.

Prof. Latta, of Pierson has given up the schools of that place.

The Mosherville school, U. Ryan teacher, is again in session, having been closed on account of diphtheria.

The Mosherville school will graduate a class of five this year. Sept. Simons is having lectures by home talent on such topics as will be of practical interest. The Leslie school is again in session.

The Crandal school, near Sand Lake, ousted a six-footed of a man, and is being easily controlled by a young lady of just too pounds avoidipolus.

The Hanover school has never been in better condition than now. 59 in high school, 28 of whom are foreign pupils.

(Celia D. Satterthwaite, Tecumseh, and Miss Ida Wilbur, Quincy, are bringing the ability of live teachers to their work; and any one who knows Prof. Haskins would set him down as a live worker, and sure to succeed. By a liberal subscription there has been a sidewalk built to school building.

E. B. Fairfield, Jr., Howell, is making a move in the right direction, via., bringing the schools in his vicinity into sympathy and harmony with the Howell schools. He proposes through the columns of the Livingston Republic to discuss such practical questions as need to be talked about for the good of rural schools. He has reason to expect valuable results from such a movement.

The Union School Furniture Company, Chicago and Battle Creek, have organized as a stock company, with a large increase of capital, and are meeting with a deservedly large success in the sales of the Automatic Seat.

The Gratiot County Teachers' Association, which was held at Ithaca a couple of weeks ago, was not largely attended, on account of rainy weather and bad roads, but Principal Pattengill writes that they had a "tip-top meeting." The average attendance was 100. The next meeting will occur the last Friday and Saturday in June.

It was announced in this column a few weeks ago that Prof. F. B. McCiel-1m, principal of the Concord school, had resigned to accept a more lucrative position offered him in Burlington, la. This was premature. The board of education at Concord fearing such a step, on Dec. 29 voted an increase of his salary by $200. Prof. McCiel and the three lady teachers are giving excellent satisfaction.

It is announced that a course of lectures on journalism will be presented at the University the first semester of the next college year.

There being a general feeling throughout the state that the standard of qualifications required of teachers is far too low, the state board of education has advised that an average of 75 per cent shall be required for obtaining a certificate of the third grade, 80 for the second grade, and 90 for the first grade, and that the spring examination of 1880 shall be held on Saturday, March 27.

The Livingston County Teachers' Association will meet at Hartland, Feb. 13, 14. E. B. Fairfield, Jr., lectures Friday evening, also Prof. Goss. Rev. N. G. Lyons is announced for a "lecture" Saturday evening, Rev. I. W. Lamb for a "speech," and E. B. Fairfield for "Remarks." The institute promises a profitable and interesting session.

The public schools of Hartland burned four times last Wednesday night. They were two wooden buildings. Loss, about $14,000; insured for $550 in the Detroit fire and marine and Scottish Commercial. A fire, new brick schoolhouse is now being erected.

MINNESOTA.—The faculty of Carleton College have selected a plan for rebuilding Willis Hall from the many submitted to them. President Strong will give the third week of March next. Only one gentleman graduated in '75. The unmarried ladies of the class are teaching. Most of the members of the class of '76 are teaching, three of them in Minneapolis. The class of '77 contains five ladies and three gentlemen. All are teachers at the present time. In the class of '78 we see Emma Henderson is a missionary to Mexico. The other ten are teaching. Of the 55 ladies who have graduated at Whitewater up to the time of the issue of the last cat logue, 15 only are reported as being married. Nine persons graduated in 1879; three of the number are now principals of good graded schools—Horton, Ellsworth, and Whitewater.

MINNESOTA.—The faculty of Carleton College have selected a plan for rebuilding Willis Hall from the many submitted to them. President Strong will give the third week of March next. Only one gentleman graduated in '75. The unmarried ladies of the class are teaching. Most of the members of the class of '76 are teaching, three of them in Minneapolis. The class of '77 contains five ladies and three gentlemen. All are teachers at the present time. In the class of '78 we see Emma Henderson is a missionary to Mexico. The other ten are teaching. Of the 55 ladies who have graduated at Whitewater up to the time of the issue of the last catalogue, 15 only are reported as being married. Nine persons graduated in 1879; three of the number are now principals of good graded schools—Horton, Ellsworth, and Whitewater.

Mr. Samuel Smiles has received from the King of Italy a valuable decoration as a mark of the royal appreciation of his books. Self-Help, translated, has been sold in Italy to the number of 50,000 copies.

Senator Burnside's bill, providing that the net proceeds of public sales and of the Patent Office shall be annually distributed to the states as an educational fund, it is reported in a Washington telegram, will be favorably reported by the committee to which it was referred.

President F. A. P. Barnard, of Columbia College, New York, urges the opening of that College to young women on precisely the same terms as to young men. And this he proposes not as an "experiment," for, as he presents it, to show "in more than half the colleges in the United States young women are admitted on the same terms as to young men, and allowed the same instructors, in the same lecture-halls, at the same hours, a year ago the Musical Festival Association of Cincinnati offered a prize of $1,000 for the best Musical Composition by a native born citizen of the United States. The authors were at liberty to select any subject they pleased, which should include the chorus and orchestra. Over twenty compositions were offered for competition, and, while the terms utterly prevented the identity of the author, there is intrinsic evidence for believing that all the best composers of this country have contributed for the honor of the prize. The title of the chosen work is: "Scenes from Longfellow's Golden Legend." The name of the author of this composition will not, according to the conditions of the prize, be known until the sealed envelope containing his name is opened on the night of the performance.
CHICAGO NOTES.

The teaching of German in the public schools of any city where German is taught costs three times as much per pupil as the teaching of any other one branch of study. Because it is three times as valuable, of course.

One of the "bright spots" along the way was a Lunch Party given by Mrs. L. D. Ayers to her former assistants in the Sangamon street school last Saturday. It was a delightful reunion, "tis said, and thoroughly enjoyed by the guests.

In selecting sites for school buildings corner lots should be chosen as far as possible. Better light, better ventilation, a better view and easier access to the schools of Chic a go are becoming quite literate. Certain authors are regarded and decided that the teachers of English not in favor of "the German" were al luded to; but nothing therein was intended to refer to the official action of Mr. William Vo eck, of the present school board. That gentleman's intentions are good and honorable, and when not misconceived by interested parties his action is as straight as his intentions are honorable.

The schools of Chicago are becoming quite literary. Certain authors are stigmatized in an exhaustive manner and periodically authors' festivals are held in them. Bryant, Whittier, and Longfellow are the favorites, and the Douglas school has led off in the movement. Some school will make a ten-strike by going back of our American poets and presenting selections from Byron, Baras, and Moore. But such would labor under the disadvantage of not being able to procure autograph letters from the subjects of the festivals, to publish in the daily papers, in connection with the names of the managers of the literary seance.

MISCELLANEOUS FOREIGN NOTES.

A new trade has sprung up in Paris. Furs are the fashionable wear this winter, and it is now a business to hire them out by the day, or even by the hour. This industry flourishes principally in the quarter of Notre Dame de Lorette, which abounds in brasseeries, where games of chance may be indulged in, and in lending-shops where luckless gamblers can raise money on their apparel at a moment's notice. It is so common for a man (or woman) to rush from the brasseerie to the nearest 'lending-shop' and there deposit his (or her) fur as security for a trifling loan, that freshness of furnishing has grown quite naturally out of the practice. The pawnbroker always retains possession of the pledge for twenty-four hours at least, and often for weeks at a time, and while it is in his hands he does not scruple to lend it out to persons in momentary want of finery and not able to indulge themselves otherwise. Thus, trading in a stock not actually owned, he gets a double return for his money, namely, an interest of 33% per cent on the original loan, and the hire of the furs that have been left as security.

The famous pigeons of St. Mark's, Venice, share the perils of that magnificent pile. These birds are town property, but are not supported at public expense. Countess Polcicco, during her lifetime, always fed the birds at two o'clock, and left money to be applied to a continuance of the custom. As the clock strikes two, the pigeons swarm to St. Mark's from all parts of the town, and it is one of the sights to go and see them fed. Until lately, it would have been thought little less than sacrilege to touch a feather of their wings, and they knew it so well that they would settle on any one they suspected of having conceived about, and never dreamed of moving out of the way of people crossing the piazzas; but when Venetian men lose respect for their Church, Venetian boys cannot be expected to retain it for their pigeons, and some days ago one was discovered carrying off a pigeon, evidently with a view to pie. Had he been promptly corrected there would have been little harm; but the case came before the law courts, and it was argued and decided that the pigeons had never been legally conveyed to the town, consequently they were nobody's property, but so to speak, wild fowl, and that the boy was only following his natural instincts in catching them, and must be acquitted.

An amusing telephonic incident is recorded as having happened during Mr. Gladstone's late camping tour in Scotland. While this distinguished statesman was addressing an immense audience at the Corn Exchange in Edinburg, the multitude who wanted to hear him being out of proportion to the size of the hall, it was thought advisable to use the telephone, so as to send the speaker's words to another auditorium. Now, the people in the other hall, at some distance, heard quite distinctly the introduction of the speaker, Lord Rosebery, the cries of 'hear, hear,' the applause of the crowd and the crash of the band; then nothing more, save from time to time, an indistinct murmur. Now and then a few broken sentences, apparently uttered by Mr. Gladstone, were distinguishable—then came only unintelligible noise. After the meeting was over, why the telephone would not work, save in a disjointed kind of way, was explained. The ex-premier has a peculiar affection for his hat, which bit of head-furniture always plays an important part in the right honorable gentleman's speeches. This hat is invariably set straight before him, binned downward, and on the top are placed his notes, which memoranda he shuffles with occasionally during the course of his speech. Unfortunately, the hat was planted right in front of the telephone sound-receiver. Occasionally, when Mr. Gladstone would move the hat, his voice would reach the instrument and be transmitted. The moral of all this is, that if public men with their oratory are to be distributed over wide areas, they must be coached as to the position of the telephone.

THE TEACHERS' MEETING.

YOUR STATEMENT IN THE WEEKLY that Dr. Leigh had been obliged to teach a primary school during the war, because it closed his (Southern) high school, brings to my mind some other cases of somewhat parallel consequences. You say that Dr. Leigh's very valuable phonetic-trick method of teaching reading resulted from this accident of a man of ability—a philosopher—applying to the task usually left to very old or very young incompetents—that of starting little children in letters, which is usually done through wearings and worries, and cruel barbarities, even, that infuse an ineradicable disgust against all that pertains to reading and writing.

War, wicked and destructive as it is, is not without some of the compensative good that all storms can claim; and this experience of Dr. Leigh's is one notable instance.

In a school in Pennsylvania, consisting of eight grades, the principal, whose salary was $10 per month, was obliged personally to take the place of the teacher of the infant grade, for a day or two. He found that he could effect so much more real good there than in the high school, and, being a genuine teacher, he enjoyed the instructing of these receptive minds so much, that, with the approval of the board he continued to teach there, notwithstanding some transient outcries about so much pay being expended for teaching the very little beginners.

The plan has been continued for seven years with increasing advantage, and is now endorsed by all. Not only do the children learn reading easily and admirably in manner, but they learn to love school, and to be willingly and cheerfully obedient and orderly. They make many other accomplishments, and they attend with a zealous regularity that some would think incredible.

In a room where there are 117 on the roll there are usually over 100 present, and up to 113. Teachers strive for places in grades near this as they have been made the most honorable—the "upper seats."

NEW BOOKS FOR TEACHERS.

(Compiled from the Publishers' Weekly.)

Any book named in this list may be obtained by forwarding the price to the Publishers of THE EDUCATIONAL WEEKLY. In ordering, please mention the name in which the name of the book appeared.

GRAHAM, Andrew J., M.D. Synopsis of standard phonography; accompanied by extended "teaching exercises" and the "correspondent's list" of word-signs, contractions, phonetics, enucleates, and other aids to the use of chasers. New ed. N. Y., Andrew Graham, [1878]. 22 19 p., 12mo. cl., 50 c. Bound cloth. 8vo.

FROBISHER, J. E. Acting and oratory; designed for public speakers, teachers, actors, etc. N. Y., College of Oratory and Acting, 104 E. 21 st St., 1878. 414 p. 8vo. cl., 2.00. Observations on acting and oratory, with suggestions and practical advice as to the best methods of acquiring a thorough mastery of the voice for the stage or lecture-room, means of improving the voice, and advice also relative to gesture, emphasis, pitch, etc., etc., and other details; how to improve the voice through bodily training, and rules for health, etc. anecdotes and information about scenes, actors, etc., and their methods of study. With much other information of a similar kind, drawn from the author's own experience as a teacher of elocution of long standing.

THE BEST TEACHER'S BEST PLACE.

YOUR STATEMENT IN THE WEEKLY that Dr. Leigh had been obliged to teach a primary school during the war, because it closed his (Southern) high school, brings to my mind some other cases of somewhat parallel consequences. You say that Dr. Leigh's very valuable phonetic-trick method of teaching reading resulted from this accident of a man of ability—a philosopher—applying to the task usually left to very old or very young incompetents—that of starting little children in letters, which is usually done through wearings and worries, and cruel barbarities, even, that infuse an ineradicable disgust against all that pertains to reading and writing. War, wicked and destructive as it is, is not without some of the compensative good that all storms can claim; and this experience of Dr. Leigh's is one notable instance.

In a school in Pennsylvania, consisting of eight grades, the principal, whose salary was $10 per month, was obliged personally to take the place of the teacher of the infant grade, for a day or two. He found that he could effect so much more real good there than in the high school, and, being a genuine teacher, he enjoyed the instructing of these receptive minds so much, that, with the approval of the board he continued to teach there, notwithstanding some transient outcries about so much pay being expended for teaching the very little beginners.

The plan has been continued for seven years with increasing advantage, and is now endorsed by all. Not only do the children learn reading easily and admirably in manner, but they learn to love school, and to be willingly and cheerfully obedient and orderly. They make many other accomplishments, and they attend with a zealous regularity that some would think incredible.

In a room where there are 117 on the roll there are usually over 100 present, and up to 113. Teachers strive for places in grades near this as they have been made the most honorable—the "upper seats."

NEW BOOKS FOR TEACHERS.

(Compiled from the Publishers' Weekly.)

Any book named in this list may be obtained by forwarding the price to the Publishers of THE EDUCATIONAL WEEKLY. In ordering, please mention the name in which the name of the book appeared.

GRAHAM, Andrew J., M.D. Synopsis of standard phonography; accompanied by extended "teaching exercises" and the "correspondent's list" of word-signs, contractions, phonetics, enucleates, and other aids to the use of chasers. New ed. N. Y., Andrew Graham, [1878]. 22 19 p., 12mo. cl., 50 c. Bound cloth. 8vo.

FROBISHER, J. E. Acting and oratory; designed for public speakers, teachers, actors, etc. N. Y., College of Oratory and Acting, 104 E. 21 st St., 1878. 414 p. 8vo. cl., 2.00. Observations on acting and oratory, with suggestions and practical advice as to the best methods of acquiring a thorough mastery of the voice for the stage or lecture-room, means of improving the voice, and advice also relative to gesture, emphasis, pitch, etc., etc., and other details; how to improve the voice through bodily training, and rules for health, etc. anecdotes and information about scenes, actors, etc., and their methods of study. With much other information of a similar kind, drawn from the author's own experience as a teacher of elocution of long standing.
THE HOME.

THE OLD YEARS' GOOD-BYE.

BY REV. EDWARD D. EATON.

The old year stands in the church-yard snow,
Blowing his frosty fingers;
"Tis time I were going long ago,"
He muttered, yet still he lingers.
Whistles is his beard with the drift of age,
And white with the wintry weather;
He turns his back to the tempest's rage,
And his body bends trembling together.

With bounding step and check aglow
Comes a stranger, young and fair;
Lute he cares for the driving snow
Or thebiting midnight air.

"Good evening, Old Year!" "Good evening, New;
I am glad you are come at last;
Since darkness fell I've been waiting for you,
And my strength is falling fast.

But I could not go till I'd seen you here,
'And your promise true had heard;
Pardon an old man's natural fear;
Bear with his pertaining word;
"Take care of the children! the wide world round,
They've looked in their faces to-day;
I've listened to catch every sound
As they shouted and romped at play.

"They are yours, New Year; I give them to you;
Take the v all in your strong young hand;
And charge you to your trust be true,
Be the guardian of Babyland.

"Cover the hills with coating-snow;
Pave the streams with smoothest ice;
Heap high the fire in each home as you go;
Spread thick each generous slice.

"To the nooks where the earliest flowers are found
Lead the little one's rooming feet;
Strew violets thick on each tiny grave;
Where sleep the babies sweet.

"Show the children the nests whence the birplings fly;
Let them roll in the scented hay;
Let the kites mount high in the summer sky;
Give them many a bright nutting day.

"Make Christmas a time of gladdest glee,
When winter comes again;
Load every bough of the Christmas tree
With jolliest presents then.

"Go with the little folks to school;
Keep bright each little mind;
Help them obey the teacher's rule,
And make the teachers' kind.

"In Sunday school fill their hearts with love,
As of Jesus' love they're told;
Oh, train them all for the home above
Where the years grow never old."

The New Year bowed with earnest look;
Promised his tender care;
And the old man's trembling hand he took,
As they stood a moment there.

Then the old New Year was lost in the night,
But hark! children's voices clear,
In every home, with the dawning light:
"To all a happy New Year!"

Contrary to expectation, he found Brown taciturn, sober, blue. He rallied him on his gloominess, when Brown exclaimed: "Now, Doctor, I know you'll laugh and tell me to avoid late suppers; but the fact is, I have had a dream and cannot shake off the impression it has made. It has set me to thinking;" and Brown thrust his hands into his vest, and gazed steadily at the fire in the grate.

"It wants an hour to dinner, and I have no engagement, so let me hear the wonderful dream," said the Doctor. Brown seized the poker, stirred the fire until it glowed, and thus began:

"It seems that I stood before the gate of the Golden City and knocked for admission; a voice cried out, 'Who's there?' 'Brown,' said I. 'Too indefinite;' and the form of St. Peter appeared above the gate, with a large book in his hand, in which he seemed to search. 'Occupation?' he asked. 'Merchant,' I replied. 'Brown, merchant;' said the good saint, running his finger down the page; 'not here,' and he seemed about to close the book. 'School trustee,' added, in a hesitating tone. He turned again to the book. Running his finger down the page, he said, 'Brown, Trustee of P. S., No. 505.' 'That's it,' said I, suddenly brightening up, for if my name was there, I thought I had only to walk up to the cashier's desk and draw my dividend.

"Well! what good have you done down there?" said the saint, nodding in the direction of the world. This dampened my ardor. I remembered that I had received, on one occasion, three votes for deacon of our church; that I was a director in a horse railroad; that I put my name on to all subscription papers presented, but none of those seemed to suit the atmosphere of the country in which I was, and so I ventured to say that I had got a school-house built in my yard. The good saint, who had been gazing intently on a group of children playing on a sunny bank, suddenly turned to me and said, 'What kind of a one?' I wished that I had with me some of the plans we have in our board. They look so fine upon paper, and so confoundedly like a ropewalk, or tenement-house, when put into brick and mortar. I described P. S. No. 505 to the best of my ability. 'Nothing like it in these parts,' said he; 'how many do you put in a school?' 'That depends,' said I. 'Depends on what?' said he, in a tone of voice that made my knees tremble. 'Upon how many want to come,' I replied. 'What do you do when the rooms are full?' he then asked. 'Make additional ones out of the play-room,' I answered. 'Where do the children then play?' he inquired, in a tone I didn't like; but I plucked up courage and answered, 'They don't come to school to play—they come to school to learn.' I said this all the bolder because it wasn't original with me.

"'When these are full, what do you do then?' he asked, in a tone that indicated that he thought me cornered. 'Put them in wardrobes and under the stairs,' said I, quite readily. 'What then?' said he, with a sternness that made me wish I hadn't been quite so fluent with my answers; but I remembered that I had never advocated putting children in the coal-hole or astride of the ridgepole, so I answered, 'Put them in church basements and I emphasized the word church, hoping to turn his thoughts from school-houses, that are used five days in the week, to churches, that are used but one day in the week. But I didn't succeed. 'What then?' said he, impatiently. "We promote and fill up again." The good saint made a gesture of despair, 'What kind of teachers do you give these little ones, crowded into dark basements, huddled into wardrobes, stifled under stairways? Good ones, I hope; those with judgment and experience, and full of love for them.' I was sorry that he touched on this sub-

SCHOOL-ROOM CROWDING—BROWN'S DREAM.

A t the close of a March day, Dr. Toby was returning from his round of visits. His patients that day were mostly children. Scarlet fever, measles, diphtheria, ophthalmia in various forms, had taxed his skill and touched his sympathies. His way lay past Brown's and he determined to call. He hoped to hear Brown's lively comments on the events of the day, and so succeed in driving away the recollections of the scenes of suffering he had witnessed—scenes doubly distressing to him because, he believed, in a great measure preventable.
ject, for I thought he would pardon my sins on the school-houses, for I was but one out of many. But in the matter of teachers I feared that I had not so much to plead in excuse, so I answered: 'Your reverence, when I go to Boston and am asked this question, I say yes, but as your city doesn't lie in that latitude I may as well confess that I do no such thing. I put in young girls sixteen years of age, who can't define judgment, much less possess it, with no experience; pupils themselves yesterday, to-day, with the destinies of eighty or a hundred little children in their hands; heads so filled with balls, parties, and novels, that there is little room for love of children—these are they to whom I commit the children in dark basements, crowded wardrobes, and stifled closets!' and Doctor, I dared not look the good saint in the face, but stood with bowed head before him. Presently he said, 'Look!' I looked, and beheld a great multitude of children isation, 'hardly square feel of space, over which he is way. I said, 'Because,' replied the Doctor, 'you do not ask in faith. Back up your demands with facts and figures so potent that the powers that be dare not refuse. If they do, appeal to the public. No American community ever refused adequate support to an energetic school board.' "Meanwhile, what shall we do when children apply?" asked Brown. "If the class is full, refuse them," answered the Doctor; refuse them in justice to those already there, in justice to themselves."

"But is not a half loaf better than no bread?' queried Brown. "Not if the half offered contain the seeds of ill-health and premature decay, replied the Doctor. Brown said nothing, and the Doctor continued: "Medical men have written volumes upon the evils of overcrowding the schools. Again and again have they demonstrated the least space a child should have; the last evils of foul air; the eye destroying power of ill-lighted rooms—and yet this crowding continues, the same ill-arranged barracks are continued, repeated. The Sanitarian has laid siege against these murderous barracks, and the newspapers occasionally fire a shot; but the blind, who will not see, persist in comparing themselves with themselves when they were children, and so keep up a stout resistance. Continuous bombardments, and by the whole power of the press, will alone do effectual work—and, Brown, it is coming. We cannot hold our own with the schools of other nations, unless there begreat improvement, both in their physical and mental conditions. The editors did not go through the great Exposition with their eyes shut. With our wonderful physical and mechanical prosperity our schools have not kept pace. In the next ten years the press will hold every school trustee to a strict account of his stewardship. Brown, take a step in advance to better the physical condition of P. S. No. 505. Reduce your grammar classes to forty pupils, your primary classes to fifty; give each pupil a separate desk, put over him a man or a woman for a teacher, not a girl, who still ought to be in the academic class or normal school; and then, when you approach, in reality, the gate of the Golden City, no pupil of P. S. No. 505 will be there to accuse you of crowding him out of life." "Toby, there's my hand; I'll do it!" and the good Doctor went home with the happy consciousness that that resolve meant life and health to many a child, for Brown was a man of his word.

Gentlemen of the educational boards in the cities of our fair land, will you not follow Brown's example?—The Teacher.

OFFICIAL DEPARTMENT.

ILLINOIS—TOWNSHIP TREASURERS.

I desire to call especial attention to the amendment to section 32, regarding the appointment of township treasurers. Heretofore treasurers have been appointed at any time; so at the semi-annual meeting in April, others at that in October, and more perhaps at special meetings held by the trustees, in consequence of the receipt of a letter from the county superintendent, to the effect that the time for which their treasurer gave a bond has expired, and that a new one should be executed and filed without delay. The law has for years, since 1865 at least, required that treasurers should be appointed at the time of the organization of the board of trustees, but as the time of organization was not fixed in the law, there has been no uniformity (there could not well be) as to the time of their appointment; and this fact, doubtless, has led to the belief, and the official decision, that the year (it was two years between 1865 and 1872) for which treasurers were appointed should date from the time of their appointment.

Last April, soon after the annual election of trustees, one board organized, as the law directed, by appointing a president and treasurer, ignoring the fac
that at the semi-annual meeting, the first Monday in April, the trustees had reappointed the treasurer who had held the office for years, and who at once executed and filed a new bond. The question as to which of the two appointees should hold the office was referred to me for an answer. After carefully examining the law, I came to the following conclusions, and answered accordingly, notwithstanding the existing custom and decision: 1, that treasurers are to be appointed when the trustees organize; 2, that the trustees should organize at their first meeting after the annual election of trustees in April; 3, that treasurers are to hold their office one year (i.e., from the organization of the board one year till the organization of the board the next year), unless the reappointment of old, or the appointment of new, treasurers should be made; 4, that a treasurer appointed at any other time would be appointed to fill a vacancy, and entitled to the office for the unexpired term only, till the next annual organization of the board; 5, that the treasurers in appointing a treasurer at the time of their organization after the annual election of trustee, are only exercising their right and performing their duty in accordance with the requirements of the law. I may add that after these conclusions were reached they were submitted to the Attorney General for his opinion. After examining the law upon the subject, he said he did not see how it was possible to reach any other conclusion.

If this view is correct, as I have no doubt it is, it follows that the term of all treasurers appointed since the annual election of trustees last April will expire and that the appointment of treasurers to be made under the law within ten days after the election of trustees next April; and that not until then can appointments be made for terms of two years. But there are those who claim that all appointments made since the first of July, when the law now in force went into effect, are for the full term of two years, and that especially is this so if such appointment, in addition to being made since the first of July, were made at the time of the organization of the board. Let us examine this claim for a moment. I think the claim is not well founded, for the reason that such organization is neither contemplated nor authorized by the law. The law reads: "Within ten days after the annual election of trustees, the board shall appoint by organizing, etc."

This language can have no reference to the organization of boards within ten days after elections held months before the law was adopted.

It would be just as reasonable to hold that a President appointed at the organization of a board last October would hold his office one year from that date, as it would be to hold that a treasurer appointed at the same time would hold his office for two years from the same date. No, the full terms of office of both president and treasurer will date from the time of the organization to be made within ten days after the next annual election of trustees.

Any and all appointments made prior to that date will terminate then, when a president, who will hold office for one year, and a treasurer, who will hold office for two years, must be appointed.

But possibly some one who doubts the soundness of this opinion has noticed that immediately after the word "treasurer" in that part of the law providing for the appointment of this officer is the clause, "if there be a vacancy in this office," and he may ask: "What is the significance of this clause, if a treasurer may not be appointed now, or at any time, for a full term of two years?" I answer, that the treasurers, though required to organize annually, are required to appoint a treasurer only once in two years. And it is because a treasurer is not to be appointed annually, at each organization of the board, that these words were added.

Your attention is also called to the law passed at the last session of the Legislature, which requires that the signatures on all official bonds shall be acknowledged before some officer authorized to take acknowledgments of instruments under seal. This applies to the bonds of township treasurer.

JAMES P. SLADE, Sept. Public Instruction.

—A spicy writer in the Adline, exhibiting some of the differences between the vernacular of the Americans and English, states that the wave of a dress is by the latter denominated a "tush." We were much startled, she says, "from being among our first washing-balls, to find that we were charged with 'lady bodies' and those bodi's. Not supposing there were any such 'questionable shapes' in our party, we found they were only high and low-necked under-waists." Again she relates that a young American lady, on a visit to a country-house was put into a room previously occupied by one of the family, but which had the uncanny reputation of being haunted. The young lady had subdued her nervousness sufficiently to fall into a light slumber, when there came a gentle tap at the door, and a sepulchral voice whispered through the keyhole, "I want to come in and get my body."
Oriental Bargains:

Every traveller in Palestine learns from experience that he has to pay a ample price for everything he receives and enjoys. There seems to be no fixed price, but the vendor or employee gets all he finds it possible to procure. But one of his methods, peculiar enough, is to begin his bargain by making no charge. We remember that the dragoon to whom we applied at Nablus to conduct us to Damascus refused at first to make any charge whatever for his services, but declared he would be ampley rewarded for his eight days' going and returning by the mere companionship of a Frank. On urging this, he nearly dead, he put so high an estimate upon his valuable aid that we compelled to forego the pleasure of his company. We found out that it was all a ruse. He was hoping to be offered our price, thinking it might be a large one, and was determined that it did not suit him, he would then raise it as high as he might see fit. Every one who has travelled generally through the country has met with similar instances of shrewd bargaining. Dr. Thomson says he has been presented with hundreds of houses and fields and horses, and by-standers were called in to witness the deed, and a score of protestations and oaths were taken to seal the truth of the donation; all to mean just nothing, or rather just it his wife. Hebron is much the same to-day to be offered has been possible to procure. But one of his methods, peculiar enough, is to begin his bargain by his family, he would likely be told that he said to Abraham, on his application for the Beautiful compliment! but only all due politeness, said:

We shall withhold from thee his sepulchre, but of our sepulchres bury thy dead; none of thee;—you do not hear reason, you do not hear reason, you do not hear reason.

There seems to be no fixed price, but the price in fact. This, however, was serious price, just as did with a little pair of scales, to keep themselves in breath with exercise, to keep themselves in breath with exercise, to keep themselves in breath with exercise.

The Educational Weekly:

The Educational Weekly is conducted with rare skill and rivals in attraction the leaders of fashion. Its Children's Department, stating Subjects relating to dress are given extended and every room in it, must be named, above and below, was but halfwarmed, brother Proctor had for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and for his text a very warm verse. Just before the benediction, he leaned forward and.
WEBSTER'S UNABRIDGED.

Warmly indorsed by

Contains about 120,000 words and meanings, about 15,000 more than are found in any other English Dictionary.

In any other English Dictionary, over 25,000 copies of the Unabridged have been placed in the Public-Schools by official action. The sale of Webster is 20 times the sale of any other series of Dictionaries. — THE NATIONAL STANDARD.

WEBSTER'S UNABRIDGED.

Warmly recommended by State Superintendents of Public Schools of:

- MAINE
- NEW HAMPSHIRE
- VERMONT
- MASSACHUSETTS
- RHODE ISLAND
- CONNECTICUT
- NEW YORK
- PENNSYLVANIA
- NEW JERSEY
- DELAWARE
- OHIO
- VIRGINIA
- INDIANA
- ILLINOIS
- WISCONSIN
- MINNESOTA
- KANSAS
- NEBRASKA
- ARKANSAS
- TEXAS
- MISSISSIPPI
- KENTUCKY
- CALIFORNIA
- COLORADO
- UTAH
- ARIZONA
- TEN OTHER STATES.

WEBSTER'S UNABRIDGED.

COMMON SENSE.

ROCKERS AND CHAIRS.

With or without Reading Table.

"The Favorite Seat in the Best Homes of America." A good easy chair is considered by many to be one of the desirable things of life. Where one is rid of fatigue and weariness and can bear with tedious visitors and in his own place remain, and when left to his own reflections he finds himself, a society of phantoms and visions suited to his mind.

My chairs are all made upon honor, name, and warrant, and, if your furniture dealer tells you, he has just as good a chair as F. A. SINCLAIR'S, DON'T BELIEVE HIM. Send stamp for illustrated Circular and Price List to F. A. SINCLAIR, Middletown, N. Y.

LATEST

Electionists' Annual (No. 7). 200 pages. Latest Readings. Dialogue, etc. Published by National School-Boy Election

Thompson, Brown & Co.

HAY JUST PUBLISHED

Bradbury's Eaton's Practical Arithmetic, containing oral and written work, with new and fresh examples, adapted to present prices and conditions. All arithmetical subjects not used in practical life are omitted from the main book and placed in the appendix.

The Metric (decimal) Weights and Measures are placed next to the (decimal) Mercantile in circulars made from the exact size from the government standards. Sent for examination on receipt of 25 cents.


By G. P. R. James, LL.D., of Schools, Springfield, Mass. With numerous maps and illustrations. Sent for examination on receipt of 50 cents.

Tilden's Musical Guide.

By W. S. Tilden, late musical director of the Schools of New York. The book has been tried and graded schools, will render a service of music-readers unnecessary.

Sent for examination for 30 cents.

Attention is also called to

Bradbury's Elementary Algebra and

Bradbury's Geometry and Trigonometry.

Adapted and used in cities of New England aggregating more than 50 of the city populations and very extensively in Massachusetts.

These books are of moderate size, but contain enough to prepare for any college and give a thorough knowledge of the subjects.

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

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

Mooney's Book-Keeping, containing both single and double entry. It is based on the latest business methods, and is practical throughout.

It has been extensively introduced into a large number of High Schools and Academies throughout the country. Sent for examination on receipt of 50 cents.

Catalogue and circulars descriptive of above and other educational works sent on application. Address

THOMAS H. BUSH,
Metropolitan Block, Chicago.

THE LATEST THOUGHTS OF THE BEST THINKERS.

No better acquaintance with the progress of Religion, Education, Science and Invention, can be obtained, than through the medium of

PERIODICAL LITERATURE.

We beg to announce that we have prepared

A Comprehensive Catalogue, containing a complete list of American and Foreign Serial Publications.

It gives the nature, frequency of issue, and price of over Seven Hundred Magazines and Periodicals, containing each of the above named, and other departments, classified for convenient reference.

Mailed to any address, on receipt of ten cents in postage stamps.

American Publication Co.,
357 Washington Street, Boston, Mass.


EDWARD DE ANGUERA'S
CONSERVATORY OF MUSIC,

103 State Street, 349 Park Ave.

Pianos, Violins, Violins, Concert, Violin, Guitar, Zither, Flute, and Picosco, German, Italian, and Spanish. Also Harmony, Counter-Poopen, Composition, Through Bass, Reading at light, and all other branches of Music.

H. C. KOCH & CO.
ARCHITECTS AND SUPERINTENDENTS.

103 State Street, 349 Park Ave.

Supers, Vocal Culture, Organ, Elocution, Violoncello, Guitar, Zither, Flute, and Picosco, German, French, Italian, and Spanish. Also Harmony, Counter-Poopen, Composition, Through Bass, Reading at light, and all other branches of Music.

BUCKEYE BELL FOUNDRY

Stills of Pure Copper and Tin for Church Bells,

Pipes, Arches, Fountains, etc. FULLY WARRANTED. Catalogues sent Free.

VANDUZEN & CO., Cincinnati, O.
School
Books
Bought.

JOHN R. ANDERSON & COMPANY,
56 BEEKMAN ST., N.Y.

Offer for sale a large assortment of
SCHOOL AND TEXT-BOOKS,
Or will exchange, or will purchase sample copies of books for which you have no further use.

The following standard books, among others, are offered in exchange for acceptable School Books, of current editions; either new or second-hand:

- Scott's Waverley Novels, 12 vols., cloth.
- Shakespeare's Dramatic Works, 6 vols., cloth.
- Dickens' Little Folks, 6 & 9 vols., cloth.
- Gibbons' Rome, 6 vols.
- Dickens' Works, 14 vols.
- Macaulay's Essays and Poems, 3 vols., cloth.
- Taine's English Literature.
- Bunyan's Pilgrim's Progress.
- Tennant's Poems.

We can use the following among other books:

- READERS:

- G E O G R A P H Y

- M E T H O D S
  - Read: Anderson, Barnes, Campbell, Goodrich, Harper, Higgins, Holmes, Losing, Quackenbos, Ridpath, Swinton, Venable.

- G R A M M A R
  - Bingham, Brown, Butler, Clark, Fawsmith, Greene, Hart, Harvey, Quackenbos, Whitney, Reed & Kellogg, Smith & Swinton.

- COMPOSITION AND RHETORIC
  - Bain, Hart, Quackenbos, Swinton.

- L I T E R A T U R E
  - Cleveland, Collier, Gilman, Hart, Hunt, Taine, Underwood.

- D I C T I O N A R I E S
  - Webster, Worcester.

- GEOLOGY
  - Dana, Nicholson, Steele, Tenney.

If you have anything to sell or exchange, send us a list, giving date and condition, and we will make you an offer.

S. R. WINCHELL & CO.,
EDUCATIONAL
PUBLISHERS AND AGENTS.

SPECIAL LIST.


Grube's Method, A Practical Illustration of Grube's Method of Teaching Elementary Arithmetic, with a large number of hints and suggestions. By Prof. Louis Solman, Principal of St. Louis Normal School. Paper, 10 cents, Flex. Ql.


The Normal Question Book, Containing over 1000 questions with answers, arranged in a systematic manner. Prepared expressly for the use of teachers in making preparations for examinations. It is also adapted to the use of common schools for daily, weekly, and monthly work. The work contains an appendix giving modes of teaching the different branches, outlines of subjects, rules and regulations to be observed during examinations, hints and suggestions on the preparation of M.S., etc. By J. E. Sherrill.

Methods of Instruction, On That Part of the Philosophy of Education which treats of the Nature of the several Branches of Knowledge and the Method of Teaching them. By J. P. Wickersham, A. M., State Superintendent of Public Instruction of Pennsylvania. 2nd Ed. $1.75.


The Song Budget, A Collection of Songs and Music for Schools and Educational gathering. Compiled by E. V. De Graaf, A. M., Curator of Teachers' Institutes. 246 pages, 13 songs, $1.

Philosophy of School Discipline, This remarkable address is everywhere received by educators as the foundation of all true theory of subject, hitherto taught empirically. $1.25.


Reward Cards for Schools, Over 1000 cards and designs competing M.M.S., Reward Scripture Text, Sentiment, Bible Verse, Good Things, and Hymnal Cards, Attractive, Desireable, and Inexpensive, a never to be equalled source of delight to the little ones, stimulating and invaluable help to all teachers, religious and secular. $1.25.

Monthly Report Cards, Printed on stiff card board. Different sizes and styles, Per 100, $1.25.

Emerson's Patent Binders, In appearance precisely like the cover of a regularly bound book. The flexible back adjusts itself to any thickness of paper, and two narrow strips of thin metal, working hinge-like, hold them as in a vice. Periodicals may be inserted once, and are retained, or a whole volume may be bound at once. Price list on application.

The Library Binder, Printers, Publishers, Magazines, etc., and especially adapted to circulating libraries. Two sides without back. Price list furnished on application.

Cheap Copying Tablet, Available to School Superintendents, Teachers, and others who wish to produce copies of the same size and shape as the letter press. It is portable, equipped with all necessary facilities of Maps, Drawings, Cards, Letters, Circulars, Music, Programs, Examination Questions, or any matter written with a pen. Size 6 x 9 inches $1.95. $0.25.

S. R. WINCHELL & Co., Chicago, III.