THE WEEKLY.

Look at the number following your name on the wrapper of your paper this week. If it is 150, your subscription expires with this issue. Unless we receive orders for its continuance the paper will not be sent after the date when your subscription expires. Do not fail to send us word immediately.

In San Francisco the Board of Education has ordered the dismissal of the special teachers of drawing and music, that of the former to take place March 1, and that of the latter, June 1. In Cleveland the "Supervising Principal of German, Mr. Klemm, has resigned on account of disturbances in the schools regarding the study of German." Disturbances on account of German in the model schools of Cleveland, to which city all the advocates of German in the public schools point with pride! If the paradise of German instruction is disturbed, what can be expected of the barbarian world outside? By the way, the marks in music and drawing are not counted in the promotion of children in Chicago; but the mark in German is not only counted but jealously insisted on. Is not this what our Granger friends would call unjust discrimination, in favor of one optional study as compared with two others? But then music and drawing do not vote, work wards, or pack primaries. The German does.

OBLIGATORY INSTRUCTION IN FRANCE.

The projet de loi for the full systematization of primary education, introduced by M. Jules Ferry, Minister of Public Instruction, and now under consideration in the French Chambers, enacts, in Article 1.—That all the children of both sexes must have regular primary instruction, from the ages of 6 to 13, (completed.) It may be given at home or in the schools.

Art. 2. The school committee in each commune shall be composed of the mayor, the communal superintendent, a delegate from the municipal council, and three parents of families. The inspector of primary schools for the district shall be a member of the board when in the commune.

Art. 3.—This committee shall have a list prepared, every year, of all the children between the ages of 7 and 14; and shall notify the parent or guardian to inform them as to whether their children shall be taught in the public schools, or at home, or in a private school. And, eight days before the opening of each school, a full list of the pupils that are to attend each, shall be given to the director or directress of it.

Art. 4.—Each teacher must keep a register, and deposit a copy in the mayor's office each month, stating the reasons alleged for any absence of over four half days.

Art. 5.—Any teacher of any public or private school, who fails to render this statement, shall be reported to the departmental council, who shall have the power to suspend such teacher on repetition of the neglect after having been notified. The teacher may appeal to the superior council of public instruction.

Art. 6.—After the occurrence of more than four absences of a pupil, the guardians shall be cited to appear and state cause. In case of a non-appearance, or a repetition of the offense (recidivation) the names and fault shall be posted at the door of the mairie. (A third recidive to be proceeded with as a penal offense.)

Art. 7.—The only justifications of absences are sickness, or sickness of parents, or death in the family, or difficulty recognized as preventive by the committee.

Art. 8.—Dispensations, not to exceed two months, may be granted, for cause, but when exceeding two weeks they must be ratified by the district inspector. Dispensations may also be granted for one half of each day when the other half is employed in necessary labors.

Art. 9.—Provides for a public examination of the children taught privately, at such times as the superior council may determine. In cases of failure, the guardians will be liable to the penalties imposed in Art. 6.

Art. 10.—Provides financial measures, and Art. 11 makes the law operative from and after Jan. 1, 1880.

EDUCATION IN IRELAND.

Many may suppose that the chapter on Education in Ireland, like that on snakes in Ireland, should be a short one, since there are no snakes in Ireland; but that supposition would be a mistake. That a people passionately fond of learning, a people who worshiped education and adored the families, or death in the family, or difficulty recognized as preventive by the committee.

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and missionaries. When Henry II. invaded Ireland he found her chiefs with long patriarchal beards and dressed in the gown of the scholar instead of the bifurcated garment of the warrior. Earlier than this Ireland lost her chance of a united and powerful nationality in the death of Brian Boru, who was assassinated in his tent, on the borders of the battle-field of Clontarf, while engaged in his devotions. Thus the military and political downfall of Ireland may be traced to the Irish custom of wearing gowns and praying, while the ascendency of the Sassenagh is due to his habit of wearing breeches and swearing.

The penal laws of Elizabeth for Ireland were harsh; but on account of the ridiculous loyalty of Ireland to the successors of Elizabeth, they were relaxed, and, at the time of the revolution and the Williamite conquest of Ireland, they were obsolete. One of the first concessions that the treaty of Limerick secured from the demoralized besiegers, deserted by their Dutch King and trembling with age and fear of a French fleet then on its way to the Shannon, was religious liberty for the Catholic Irish; and one of the first stipulations that was utterly disregarded by the British parliament was this grant of religious liberty. When Henry II. invaded Ireland he found an Irishman; but on account of the ridiculous loyalty of Ireland to the successors of Elizabeth, they were relaxed, and, at the time of the revolution and the Williamite conquest of Ireland, they were obsolete.

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Then came the penal laws. These had three objects: To dissociate Catholic Irish from the soil; to break their spirit by wolf-scalp, chose illiteracy. We use the word "illiteracy" for the purpose of making converts to religion and all the consolations of religion. No Catholic — could own land, or have more than two journeymen or apprentices in his employ, or have his children educated abroad, or openly conform to the ceremonies of his religion, or hold a civil office, even that of constable. As early as 1733 an attempt was made to introduce education; but it was for the purpose of making converts to Protestantism, not scholars. Compelled to choose between Protestantism and illiteracy, the bulk of the people, under the direction of their priests, the capture of one of whom was rewarded at the same figure as the presentation of a wolf-scalp, chose illiteracy. We use the word "illiteracy" advisedly. An uneducated Irishman is illiterate; an uneducated Englishman is ignorant. There is no such thing as an ignorant Irishman.

During these times, a Catholic father dying and leaving his children minors had no voice in the appointment of their guardian; the law prescribed that the guardian should be a Protestant, whose duty it was to bring the children up as Protestants, whether he had them educated or not. Sending a youth abroad to be educated deprived him of property and civil rights; and educating him at home, except as a Protestant, was out of the question. The priests taught and the people believed that it were better to die illiterate than to conform to a creed which had been rained on the people, whereby the penalty of his crime was scarlet— from the counterfeit wreath of good Connor O'Brien.

In summer, the hedge made a line for our classes; in winter, the cottage would shield us from winter's keen ire; till our cushions were claimed to replenish the fire; our general skillful would make a divinity, nor bother his brains to pronounce or define— with letters, by masterly Connor O'Brien?...
And the score grows space with rounds of the sun.
To the pedagogic justice account I must render
And thank him for punishment silent and condign;
But there ne'er will appear an unselfish defender.
Like Alice, the wife of poor Connor O'Brien!

A score of short years like the lamp of Aladdin
Has brought great extremes to my wondering view;
Lot 't buildings magnificent! yet, friends, we had in
The old a rude force that we miss in the new.
A little more growth and a little less training
Might give us the oak tree instead of the vine;
In gracefulness losing, in sturdiness gaining.
Like urchins that studied with Connor O'Brien.

In high-pressure-schoolrooms, with every appliance
And cunning device to catch nature's desires;
Where the intellect's drill kills the heart's self-reliance
And the bodies are moved by the pulling of wires;
Where minds are like fruit that is cutting and drying;
Where minds theoretic grind crushingly fine;
'Mid frightful good order, I catch myself sighing.

The poet winservlet but cold admiration,
'Tis hollow and faithless, the cheer of the mob;
But the altar receiving a heart's free libation
Nor fates nor yet furies may venture to rob.
The work of my life, for a span, shall not perish,
Nor fates nor yet furies may venture to rob.
Might give us the oak tree instead of the vine;-

Like Alice, the wife of poor Connor O'Brien!

THE LIBRARY.

NEW BOOKS RECEIVED.


The London Athenaum says of the English edition of this grammar that "it is the best Greek Grammar of its size in the English language," and there is no higher authority in this country or in Europe.

Professor Goodwin's grammar was first published in 1879, and at once found a place in the best high schools in the country. It was not comprehensive enough for the college, and therefore its use has been confined chiefly to the preparatory schools.

The present volume is partly a revised edition of that and partly an independent work. It is considerably larger than the former work, and the enlargement has been made chiefly in those parts where more advanced students found the previous volume deficient. The treatment of the Infection of the Verb in this edition is entirely new, and covers 100 pages. The chapters on the Formation of Words and Versification are also new. The Catalog of Verbs is nearly double in size, but is still confined, for the most part, to strictly classical forms.

The author is one of the most celebrated Greek scholars in this country, and has an enviable reputation in Europe. His Treatise on the Moods and Tenses of the Greek Verb has become an indispensable accessory to the library of every student of the Greek language.

A distinguishing feature of Prof. Goodwin's Greek Grammar is the clearness and perspicuity of its statements of principles. He has kept in view the special wants of preparatory students, and has given them just the facts essential for a good reading knowledge of Greek authors, leaving the details and discussions of difficult and disputed points for the more scientific treatise. He has not attempted the absurdity of making at the same time a book of reference and a book for study.

The syntax of the verb, as given in his Greek Moods and Tenses, is mainly condensed for this work, to which is added a brief statement of the author's new classification of conditional sentences, which appear now for the first time in an elementary form. The Catalog of Greek Verbs is alone something for the unlearned evolutionists must be somewhat puzzled to make out their meaning. Long ago in this country it was understood that learning was necessary to real proficiency in science. One of the first acts of the New Jersey Medical Society, organized in 1766, was to make a rule that no student should be taken as an apprentice by any of the members, "unless he has a competent knowledge of the Latin and some initiation in the Greek." This rule would make sad havoc among medical students now-a-days, even among graduates from medical schools.

G. F. M.

The Scientific American says that a method has been invented of taking cheap electrolyte copies of the waves of vibration impressed upon the cylinder in Edison's phonograph; and suggests the advantages such copies would afford to schools, in giving examples of the purest, clearest, and most euphonious utterance of the sounds of our own or other languages; forming a standard, such as our dictionaries or other supplies, because they cannot give actual sound. The delicacies of tone which constitute the music of speech and reading can be heard by simply turning a winch.

It would be well to set educational theorists at work upon the practical work of teaching before they are allowed to expend or enforce officially their a priori views. If such were done much time would be saved to those who listen and those who perform at institutes.
METHODS OF TEACHING IN COUNTRY SCHOOLS. By G. Dallas Linds. Danville, Ind.: J. E. Sherrill, 1880. Price $1.25.

The author states in his preface that "this book was written for county teachers, by a county teacher." A familiar, conversational style has been employed. It treats of school-management and methods of teaching. It discusses the moral, mental, physical, literary, and scientific qualifications of the teacher, his personal habits, and his relations to patrons, society, and the profession.

It also treats of the school room—the preliminary work of the teacher, organizing, conducting recitations, and government. Attention is also given to the architecture of the schoolhouse, its apparatus and ventilation. These subjects occupy the first 67 pages, and the rest of the volume, 163 pages, is devoted to Methods of Teaching.

To the county school teacher, we can recommend this book as of practical value.

LITERARY NOTES.

Principal George Howland, of Chicago High School, has published for private circulation a neat little volume of 96 pages of original poems, which he has styled Little Voices.

Harper and brothers have published in one of their Half Hour Series a paper by John Lothrop Motley, which first appeared in the North American Review for October, 1845, on Peter the Great. Price, 25 cents.

The principal of the Boys High School, Longfellow, has been set to music by W. A. Fillmore, and dedicated to Sept. John B., Peaslee, of the Cincinnati public schools. It is a very sweet and easy song, price 35 cents, published by Geo. D. Newhall & Co., 50 West Fourth street, Cincinnati.

Presley Blakiston having purchased the general and imported stock of Messrs. Lindsay & Blakiston, together with the series of American Health Primers, will continue the publishing, importing, and retailing of medical and scientific works, at his new book rooms, 1021 Walnut street, Philadelphia. Catalog furnished upon application.

Sunday School Librarians often complain that the library card gets lost or left at home. To remedy this, Adams, Blackmer, & Lyon Pub. Co., Chicago, have devised a library card pocket, to be pasted onto the inside cover of the book, in which the library card is securely kept.

This pocket is space for the number of the book, the name of the Sunday-school, and rules for the library. Price, 50 cents. catalogue free.

Half a Hundred Songs for the School-room and Home is the title of a little volume just hand from Davis, Bardeen & Co., publishers, Syracuse, N. Y. It comprises Songs for Morning, Songs for Recreation, Songs for Close of Session, Songs for Close of Week, Songs for Beginning of School Year, Songs for Winter, Songs for Spring, Songs for Summer, Songs of Vacation, Exhibits, Miscellaneous Songs. The collection is first rate. The "air" for each song is named but no music is given. Board covers, price 25 cents.

Readings and Recitations, No. 3: a new and choice collection of articles in prose and verse, embracing argument and appeal, pathos and humor, by the foremost temperance advocates and writers, has been placed on our table. It is said to be "suitable for use in schools, all temperance organizations, reform clubs, lodges, divisions, etc., and also adapted for public and private readings." Edited by Miss I. Penny, New York: The National Temperance Society and Publication House, 58 Reade street, 12 mo., 96 pp. Paper cover, 25 cents; cloth, 60 cents.

A more satisfactory Sunday-school help for teachers and superintendents can not be found than The National Sunday School Teacher. Its special forte is the wealth of information it gives upon the lessons, which are explained and illustrated in a way that leaves nothing to be desired. Besides this and the most important matter, there are other helps in the management of a Sunday-school under the head of "Sunday School Methods," that superintendents will find of good service. All of its departments, in fact, are first class. Send for the March number, and give it a trial. Chicago: Adams, Blackmer, & Lyon Publishing Co., 147 and 149 Fifth Avenue.

If the Weekly could look every one of its subscribers in the eye, and get a firm and unmistakable promise from every one's hand, it would say: Have you a taste for literature? Do you care to know about the new books that are published in this country? Have you any pride in reading and preserving neat and interesting notes on new books, choice selections, scholarly reviews, etc.? Do you care to have a monthly list of all prominent publications, with names of authors, publishers, prices, etc.? Then send fifty cents immediately to F. Leyboldt, 13 and 15 Park Row, New York, as a subscription for Literary News during 1879. This is a "monthly journal of current literature," which every one who delights in books ought to read. It is the neatest, newest, richest thing of the kind we ever saw. You ought to have it.

Two pamphlets from Davis, Bardeen & Co., Syracuse, N. Y., recently received, are of interest to teachers. The first is entitled The Elements of Education, by Charles J. Baell, a paper read before the Alumnum of the State Normal and Training School at Cortland, N. Y., June 30, 1879. Price 15 cents.

The second is an address by Sydney G. Cooke, president of the Association of School Commissioners and City Superintendents of the State of New York, delivered before that body at its annual meeting in Auburn, December 9, 1879, on Politics and Schools. It is an able defense of the public school as it is, in distinction from most such papers, which commend only the public school as it might be. Price 25 cents.


BOOKS AND PAMPHLETS RECEIVED.


Ohio School Laws from Revised statutes, Part Second, Title III. Passed by the Sixty-third General Assembly, June 20, 1879, and to take effect January 1, 1880. With Notes, Opinions, Instructions, and Blank Forms, prepared by the State Commissioner of Common Schools, J. J. Burns.

Perry County, Pa., Teachers' Institute, Thirtieth Session. Pamphlet Report No. III. S. B. Fahnstock, Superintendent.

Twenty-fourth Annual Report of the Board of School Inspectors of the city of Peoria, for the year 1879. N. C. Dougherty, Superintendent.

Seventh Annual Report of the Board of Education of the City of Grand Rapids, Mich., together with the School Law, the Rules and Regulations of the Board, of the Schools, and of the Public Library. 1878-79. A. J. Daniels, Superintendent.

Annual Report of the Minister of Education, on the Public, Separate, and High Schools, also on the Normal and Modern Schools of the Province of Ontario, for the year 1878. Adam Crooks, Minister of Education, Toronto, Ontario.


Twenty-sixth Annual Report of the Superintendent of Public Schools of the City and County of San Francisco, Cal., for the school year ending June 30, 1879. A. L. Mann, Superintendent.

THE MAGAZINES.

SOME OF THE BEST ARTICLES.

Scrinibors Monthly, March.

Extracts from the Journal of Henry J. Raymond, III. By Henry W. Raymond.
Two Views of Napoleon.
Peter the Great, II.
The Wars of the United States Government. By H. H.
Topics of the Time. By the Editor.
The New School of Italian Painting and Sculpture. Ay J. J. Jawaes.
Dakota Wheat Fields. By C. C. Coffin.
Transportation by Railway and Ship Canals. By E. H. Derby.
The Preservation of Hearing. By Samuel Sexton, M. D.
The American Swee, With Maps. By F. L. O.
Decorative Art and its Dogmas. By M. G. Van Rensselaer.
First Impressions of the New World, (conclusion). By the Duke of Argyll.
Russian Nihilism. By Fritz Camillie-Owen.
Life at High Pressure. By W. G. Blaikie.
The International Review. March.
The Treatment of the Insane. By William A. Hammond, M. D.,
The Roman Catholic Question. II. By John Jay.
The Administration of our Foreign Affairs. By Wm. Henry Trescof.
Reminisences of Washington. II.
The John Quincy Adams Administration, 1825-1829.
Egypt under the Pharaohs. By Francis H. Underwood.
Literary and Philologial Manuals.
The New Departure in the Public Schools.

THE PRIMARY TEACHER.
LILLY N. E. SKAATS, Principal Pickard School, Chicago.

We hear a great deal lately to the effect that the moral tone of American Society is degenerating. The opinion is advanced constantly in private and in public, the pulpits and the rostrum unite often in one individual to show us our weakness and reprove our wickedness. Our daily papers serve up occasional homilies on the subject intensified in severe directness, with every new case of fraud developed among the cultivated classes.
The belief that ignorance is the foster mother of crime is losing ground as education advances, and crime seemingly fails to decrease. The accumulated wisdom of centuries has been brought to bear upon the problem of evolving from a perfectly ignorant and innocent child a moderately honorable man or woman, who could endure temptation; and as yet, our efforts have no certainty of success. The child of to-day has a better chance for advancement than had the one of even a very few years ago, but who shall say that the man or woman of the near future will be superior to you or me?

Admitting that this degeneracy exists, and as every effect is traceable to a cause, we, as teachers, find ourselves continually confronted with the idea from one source or another, that it is due to the prevailing tendencies of our common school system, that the massing together daily of large numbers of children has a lowering effect, overcoming the good in the better portion and producing no improvement in the moral condition of the less fortunate; in short, that the little leaven of the school unchecks the whole lump of juvenile humanity, that the schools and the teachers are fostering and encouraging the very condition of things which is to lead nation to still deeper depths of corruption, and are hence to be held accountable for the prevailing low standard—moral and political.

The schools undoubtedly do have an equalizing tendency, but the level is upon a higher plane than the altruists on the subject are willing to concede. The school is, to the child, an epitome of the world, with this difference—among older people, the natural antagonism of humanity becomes disguised by the conventionalities; we constantly subdue our rampant personality in deference to the views of others; but with the child these considerations have at first no weight, it is the daily association with his fellows, that wears off the corners of his individuality, the evil in him becomes less apparent as he discovers that it is not commendable, the good comes naturally to the surface.

It cannot be denied that among many young minds, submissive to a more advanced intelligence, the tendency is toward uniformity; this is especially true of the very young, their intelligence moves, (as some one says does that of the chicken), only in straight lines, these lines are established for them by the teacher, they watch and imitate, looking to her with larger faith than papist unto saint. It is her province to point out to them the paths of rectitude, and lead the way. Her office would be important enough if she acted only as an aid to good influences elsewhere, but when, as is often the case, especially in the public schools of large cities, she has to stem the tide of all manner of depraved and vicious forces, hers is indeed a task that the most courageous might hesitate to assume.

I consider the great mission of the public schools to be the working out of the salvation of this country by counteracting the neglectful and defective home training of the children.

Parents who make any pretense of caring for their children's welfare feel, in most cases, that their highest duty lies in attending to the physical condition of the child, in nourishing its body with proper food, and clothing it suitably. Its moral culture is given over to the Sunday school, its intellectual growth to the public school teacher. The latter does more toward shaping its real character than does any one else, she controls its acts and guides its motives through the greater part of its waking life, directing its associations and modifying even its inherited tendencies. Her first and most necessary characteristic should be therefore the power to enforce obedience, to inculcate into the child's nature a wholesome respect for authority. At home he obeys questioningly, if at all, at school he soon learns to appreciate the fact that he must do, or must not do—this or that—when the great why or wherefore are matters of the most sublime indifference to him. If begun soon enough it is easy to teach him the simple proposition, "I must obey," without any of the pernicious weak and evasive plans sometimes adopted to avoid the enforcing of a necessary authority.

In this matter of discipline, the primary teacher is greatly assisted by the freshness of the child's experiences. In the intimacy of his home life, he has obtained an insight into all the little failings of his guardians. He has seen that neither regards the other as infallible, he has learned perhaps just a little sharp practice in his dealings with them, unconsciously taking advantage of circumstances, in order to get his own way, but within the four walls that bound this new realm of intellect, on that high Parnassus of thought, the school-room platform, sits enthroned the autocrat of his new life; no one questions her authority, no one doubts her absolute superiority, the glamour of unfamiliarity is over all the observances of the place, and as that wears off, the habit of conduct that it engendered still remains. Fancy is succeeded by fact, but the child is already the creature of his circumstances, and, faults and all, he loves her still. And she in return understands him as his parents never do.

We have all noticed the mistaken ideas that parents cherish in regard to their children; the one, whose fond father gives credit for a peculiar mental organization differing from every other child that ever entered school and so needs special treatment,—falls naturally into the ways of the school and displays not one trait different from the generality of children; and him who repeats his teacher's words and copy, his teacher's way, in every one else's manual, with as the veriest imp, developing tricks without end, a miracle of little meanesses; the stroke of 12 in the old fairy story had not a greater transforming power than the stroke of 9 has now in reality.

Once established in school, the child has as educators, his teacher, his book, and his slate, all new, and consequently all interesting to him. Second to his teacher the book is, in the beginning, the most wonderful, but after it has been looked through diligently a few times, it begins to pall upon his senses. It is the same yesterday, to-day, and to-morrow. He is most interested naturally in the pictures, but after a while he knows just where to look for all the artistic gems that represent the easy words of the language, and then the slate begins to assume its proper ascendancy. Be it ever so humble there's nothing like that, whether it glories in velvet corners, or hides its modest exterior in the plainness of covers, its wooden frame is the boundary of untold and innumerable possibilities. What ornate designs may be fleetingly sketched upon it—a man with a pipe in his mouth, a rectangular dog with a triangular head and a spiral tail—he's first efforts at that great science which agitates boards of education all over the country.

And what an exponent is of his scholarly progress as he carries it home carefully filled with his own crude efforts at writing and numbers, how he polishes it vigorously and at inopportune times with a dirty rag, and holds it at arm's length for the inspection of anybody and everybody, with joyful

*Read before the Illinois State Teachers' Association at Bloomington, Dec. 30, 1879.

Continued on page 135.
THE SCHOOL-ROOM.

TALKS WITH PRIMARY TEACHERS.

IV. SPELLING.

JULIA E. ORMISTON, Austin, Ill.

Our grand-mothers seemed to advocate for primary schools, "much spelling and more spelling yet," but are not we, by the practice in many of our schools, taking the opposite extreme and advocating, "Little spelling and less spelling yet?"

Spelling a word is giving its letters in the proper order, either by their names, as in oral work, or by their forms, as in written work.

I find in teaching the form of a letter, it is more convenient to give it a name at once, that I may not use "many words" in talking about it or in comparing it with other letters. The majority of pupils know the names of most of the letters before they enter school; and the few who do not know them can easily be taught while they are learning to make their forms. After teaching the children to recognize the word cat wherever they find it, teach them to make and name its three letters, and then to name them in order. Explain the meaning of the word spell, and afterward use it, and thus avoid the necessity of saying, "Name in order the letters of the word."

Teach a dozen or twenty short words and their component letters before making sentences. Let the words, at first, be the names of objects, qualities, or actions, or words which have some definite meaning in the minds of the children. Avoid giving and, a, the, or to, at first, as those words have no meaning to the children, and better be given in phrases. The children naturally comprehend the meaning of the word my, and, as it is a short word, it can be used as the first modifying word to be taught. Appleton's Reader, in other respects a gem, contains on the first page, the cat, a cat; and my cat. With one object-word the children are expected to master three modifying words. It is almost impossible to lead the pupils to see the difference in these phrases, unless the first word is emphasized. This leads to an error afterward difficult to overcome.

What I have said concerning the first steps applies more particularly to alphabetic spelling. If the teacher uses the Phonetic method in teaching reading, of course the sounds of the letters will be given at first instead of their names.

With either method, but especially with the Phonetic, word-making and word-changing are good helps in spelling and make interesting exercises. After the children have learned ox, write it on the blackboard and ask them to put a letter before it to change it into fox. Write ox again and let the children change it into box. Write sing and let pupils put a letter in the place of i and thus make song. Change it to sung and then to sung.

Give the pupils plenty of practice in spelling rapidly, looking at the word before they are asked to spell it when the word is erased. This makes a pleasant concert exercise in each recitation for a minute or two, and so familiarizes them with the order of the letters that oral spelling is made comparatively easy. After three or four months the children are able to learn to spell all the words they read. When the new words at the heading of each piece have been spelled, let the children spell all the words in the reading lesson. This, of course, is review, but good practice. The children in this way learn the difference in spelling of certain small words pronounced alike but with different meanings, such as to, too, and too. As a preparation in the seats, let the reading lesson be copied upon the slates.

The written and oral spelling should complement each other, and each be used as a preparation for the other. I advocate written spelling but it is an unfortunate hobby. Little children especially need the spice of variety.

A spelling class with a "head" and a "foot" seldom fails to delight the children. I find the medal (a ten-cent piece hung on a ribbon) worn home at night by the pupil "leaving off at the head" a great stimulus to thorough preparation of spelling lessons. To teach children to be attentive and critical, allow the one who notices the misspelled word to correct it and "go above" the one making the mistake. Sometimes it adds interest if the pupils expect the week's work to be reviewed in a spelling match Friday afternoon.

Study to give the lessons a freshness of variety. The mania for spelling during the first few months, when the little one is spelling the name of every object he sees, soon passes away. The intricate arrangement of letters in the words of our language fails, at least to fascinate the youth.

I would write verify before what "Justice" says in the Weekly of Jan. 29, upon making written spelling a means of punishment for bad conduct. If you wish to make heathen of children require them to learn the catechism for punishment.

NOTES OF A SCHOOL VISIT.

BY A DIRECTOR.

Every thing in good order about the rooms, and the heating well attended to. No fault to be found with the janitor, but the loose paper scattered in the yard—and that was thrown out of the windows by pupils it seems, and not swept out. As the stove has been superseded and removed we must have a waste basket in each room.

That is good work in that Primary grade. How proud the little dots are of their doings! No soldiers quicker to turn at the word or the bell signal. And how eager to attack that row of little words on the blackboard! Yet they have had no other for three days, and those words are the first and only ones they have learned to read. And there are only five letters used. How well they sound them! They have found out what reading is, how letters stand for sounds and are put together as the sounds go together to make words. They look at the board with bright faces. They have made a grand discovery. They found it out themselves. They are to have another sound and letter to-morrow. They can make these letters on their slates too, already. You can hardly tell which does it best. (A window open for ventilation and a flood of chill air pouring over the sill. We must make a better way than that.)

Second Grade. A class has just been promoted, and is showing the teacher how they can read. Their deliberately rendered inflections are delightful, and the concert reading is music. The others are using slates: (one class making a table themselves. of two times 1 etc.) Every slate very clean. (But some spit, and rub, and use their coat sleeves, already scuffed through. We must make it easy for them to be tidy in this too.)

Third Grade. Last year these weak little tremulous fingers were put to handle pens with full size pen-holders, and fluid ink! The pretty writing they used to do with pencils soon disappeared in discouragement and disgust. It is restored now, and getting better and better. But there are too many short pencils and crooked fingers, and rolled-over hands. They can't write with a pen held in that way and make smooth clear strokes such as two nubs bending equally make. We must prepare them for using pens by and by, Miss P.
Fourth Grade. Spelling by hand, on the slate, without troubling the teacher to dictate, for they see the words they are to write in sound-signs. They have time to consider and to alter what does not look right, and to put in the stops and capitals, and make it quite fit to show the teacher. They write sentences, so that they have a guide to the meaning, and the grammar. One boy before me had "he noes it," then "he nose it." But this not looking right, there was a term of introspection, to call up the form as it was in the reader, and finally "he knows it" was worked out of the depths of some inner gallery of memory. With oral dictation there would not be time for this self correction; the teacher's voice would interrupt attempts at it, and his time could be more than wasted. The dictee they write from comes from the Phonetic Depot, Tyrone, Pa., in little books, fresh monthly. These learners will not be likely to fail, like a class in one of our upper grades, which, when examined, spelled very well, orally; but when put to write from dictation, failed, in an average proportion of five times as many orthographical errors;—to say nothing of others. (This very quiet and still spelling exercise being over, there is a good deal of hubbub; the teacher making rather the most rush. The lesson is in Geography. Go more on the Pacific than the Atlantic, Miss X.)

A PRACTICAL PROBLEM.

Every one has noticed that the outer rail of a railroad curve is higher than the inner rail.

The object of this is to give the force of gravity a chance to draw the cars downward toward the inner rail, so that the tendency of centrifugal force to send them straight ahead will be overcome. To find the elevation of the outer rail, let \( v = \) the velocity per second of the car, and \( R \) the radius of the curve, which is found by Trigonometry. Then, by Mechanics, the centrifugal force \( = \frac{v^2}{R} \). This is the force to be overcome by gravity acting on the inclined plane made by raising the outer rail. We find again, by Mechanics, that gravity acting on a body on an inclined plane \( = \frac{g}{32.2} \times \frac{R^2}{g} \), where \( g \) is the counteracting force of gravity. Hence \( e = \frac{g}{32.2} \times \frac{R^2}{g} = \frac{R}{32.2} \times \frac{g}{g} = \frac{50}{50} \times \frac{32.2}{32.2} \times \frac{e}{e} = 0.0062 \times 0.0062 = 0.0031356 \times \frac{R^2}{g} \times \frac{e}{e} = \frac{R^2}{g} \times \frac{e}{e}

\[
\sin \theta = \frac{R}{e}
\]

The height of the plane, in this case, is the elevation of the outer rail, which we denote by \( e \), and the length is the gauge of the track, which may be denoted by \( g \). That is, the counteracting force of gravity is therefore, \( \frac{g}{32.2} \times \frac{R^2}{g} \), which \( \frac{v^2}{R} \) and \( \frac{v^2}{g} \). Hence \( e = \frac{v^2}{R} \). But \( R = \frac{32.2}{e} \times \sin \theta \), 50 being half the chord of a section of the curve, and \( D \) the angle being the tangent between the chord and the tangent to the curve. Substituting this value of \( R \), we get \( e = \frac{v^2}{R} \times \sin \theta \). Let \( R = M \times 5280 \), (because \( v = \) velocity in feet per second). Substituting this value of \( R \), gives \( e = \frac{v^2}{M \times 5280} \times \sin \theta \). Suppose \( g = 4.7 \), then \( e = \frac{v^2}{M \times 5280} \times \sin \theta \), which is the formula required. For a speed of 25 miles per hour, on a 5 degree curve (a curve which subtends an angle of 5° for a chord of 100 feet) the value of \( e \) is 171 feet, or a little more than 2 inches.

Thus we have solved a practical problem, reviewed our mathematical studies, and illustrated the utility of mathematics.

THE SECRETS OF TEACHING.

Young teachers often ask for the secrets of teaching, for the names of books, and for rules which will enable an inexperienced person, or an ordinary intellect, to do the work of an experienced teacher. Many seem to think that all educational wisdom is locked up in a closet, and that all that is needful is to obtain the key that unlocks it. That key has never been found. The secrets of teaching have never been concentrated that they can be imparted in a few rules, nor has that book ever been published, which is to guide the inexperienced in the great work of education, as travelers are guided by maps. In order to teach successfully, one needs inborn gifts, education and experience. These requirements cannot be compressed into little pills, and sold for so much a dose.

THE RECESS.

"If Foregoes," was the word given out at a written spelling exercise recent ly; and one little boy handed in "Go, go, go, go."

"A pair of ears that go on a head of civilization—pioneers and frontiers."

"Sambo, did you ever see the Catskill Mountains?" "No, sah, but I've seen 'em kill mice."

Little Franky's mother was very ' pious ', but she was an invalid; so his aunt, who was also pious, looked after his religious instruction, and let no occasion pass to enforce some precept. One day Franky suddenly said: "Oh, dear! I wish I had wings!" This angelic aspiration was regarded with great joy by the two sisters, and they eagerly asked why he wished for wings. "Oh," said Franky, "I'd fly up into the air and 'take Aunt Susan with me, and when I couldn't go any higher, I'd let her drop."

One of the lady teachers in a Reno public school, a few days since, was laboring with an urchin on the science of simple division. This is what came of it: "Now, Johnny, if you had an orange which you wished to divide with your little sister, how much would you give her?" Johnny—"A suck."

reno Gazette.

The British Museum has acquired about 1,000 more tablets and fragments of inscribed terra-cotta documents from Babylonia. Among them is a tablet of Samsu-Ishtar, a Babylonian monarch, hitherto unknown, who probably lived about the time of Bards and was one of the intermediate rulers between Cambyses and Darius, B.C. 518. Another fragment has a representation of one of the gates of Babylon.
THE STATES.

IOWA.—The Maquoketa high school is forming a geological cabinet. The Anamosa school board lately increased the salaries of the primary and intermediate departments from $30 to $55 per month.

Jefferson, in Greene county, has a high school building that cost $20,000. There are two schoolmasters in the lower house of the state legislature.

Our state library contains 18,273 volumes. There are 75 pupils in the Maquoketa high school.

The Storm Lake Pilot says that the state has no more to fear from the ignorance of her citizens than from their lack of reverence for that law on which all human laws are based.

The publication of good reports is not an infallible sign of a good school. Howard county teachers will hold an institute at Cresco, beginning March 29.

The legislature has passed a law which provides that cities of 1,500 inhabitants and over shall be provided with not less than three nor more than six polling places at a school election.

Miss Anna E. Richardson, acting lady principal, and Prof. Marcus E. Jones, instructor of botany, in Iowa College, were married at Cedar Falls week before last. Prof. Buck, of Iowa College, performed the marriage ceremonies.

Prof. H. R. Edson will erect a handsome dwelling in Grinnell next spring.

The whole school property of Davenport is free from any incumbrance. Many schools in all parts of the state devoted a short time last Friday to exercises appropriate to Washington's birthday.

Miss Jennie Van Tassel, late of the Deaf and Dumb Institution at Rome, New York, has accepted a position as teacher of articulation in the Deaf and Dumb Institution at Council Bluffs. The school has been without an articulator for some time.

The Iowa Orphan's Home has a library of twelve hundred volumes.

OHIO.—The North-eastern Ohio Teachers' Association met at the Board of Education rooms, in Cleveland, on the 14th inst., with a good attendance, and listened to a well-put inaugural address from the incoming President, Mr. H. M. James, one of the Supervising Principals in that city, and a very strong paper from Prof. Judson Smith, D. D., of Oberlin College, upon "The Work of the High School." The discussion of the latter was so protracted that one other essay upon the program had to go over to the next meeting.

In the course of Dr. Smith's argument, he took liberal but safe ground in favor of the reading of theDouay Bible in schools and Roman Catholic instruction in religion if need be rather than have no religious education in them. For this he is sharply arraigned by a leading Cleveland paper, which has become unaptly notorious for its rabid anti-Catholicism. It reviews him and his effort in an abusive editorial article of more than a column and a half, headed: "Is there a Jesuit in the faculty of Oberlin College?" The writer actually suggests that Dr. Smith "is acting the role of a Jesuit and playing into the hands of that intolerant church [the Church of Rome], and that he has smuggled himself into the Oberlin Faculty and the teachers' association for that purpose"!

This is said of one of the purest, sincerest, and soundest divines in the American Protestant Church. Could the very insanity of proscription and intolerance go further?

WISCONSIN.—School Notes.—At Casville, D. J. Gardner, a graduate of Platteville Normal, is principal. He has three assistants. Mr. Patterson has charge of the grammar school. The public school building is a fine one and is located in a highly romantic place. The high and rocky bluffs characterize the county, whose borders appear grand in the vicinity of Casville. Here stands the great hotel built in 1837 to accommodate legislator and lobbyist. It is fast going to ruin. A constant border there is Ex-Gov. Dewey. At the regular semi-annual examinations of Highland public schools take place Feb. 4, 5, and 6. On the evening of the 6th, Prof. Soland, Principal of St. Louis Normal School, lectured on Education and Schools. The lecture is described as a rare treat.

It has been decided by the authorities that a teacher's contract for the spring school is valid though made just before the election of school director, provided the contract is in good faith and not for the purpose of forcing unsatisfactory teachers upon the district. In some places we know of there have been doubts on this point.

Dalvane papers announce the death of Miss Susie J. Faulk at Rossville, schools are in fine shape. Prof. Corson and Root assist in the high school. Here we find the largest class in book-keeping we have seen. At Brothead, ex-Supt. T. C. Richmond is principal. He has associated with him the following well-known teachers: Celia Salisbury, Anna Fenton, Bessie Seward, Anna Shehan, Edna Hyde, Belle Gading, Agnes Persons, and Helen Hurbut.

The main building is a three-story brick. The teaching is done in a thorough and concise manner. Prof. Charleton is editing the Independent, and publishes much that is of interest to teachers.

The absurd "New" county is to become Langlade county in honor of the first white settler in the state.

Prof. Elmsendorf, of Racine College, is fast recovering from the effects of his broken arm. Glad of it! He is one of the ablest thinkers in the state.

Prof. A. A. Miller, of Waukesha, has been advocating the restoration of the death penalty. It is fast going to ruin. A constant border there is Ex-Gov. Dewey. At the regular semi-annual examinations of Highland public schools take place Feb. 4, 5, and 6. On the evening of the 6th, Prof. Soland, Principal of St. Louis Normal School, lectured on Education and Schools. The lecture is described as a rare treat.

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Dalvane papers announce the death of Miss Susie J. Faulk at Rossville, Illinois.
Feb. 7. She was a teacher in Rossville high school and was greatly endeared to her pupils and her associate teachers. She had formerly been assistant enrolling and enrolling clerk of the General Assembly of Illinois.

The long expected and much needed work of Prof. Metcalfe and DeGarmo on "Dictionary Work for Common Schools" has just been issued by Maxwell & Co., Bloomington. It was our privilege to use advance sheets of the book in last summer's institute work, and we know it to be very valuable.

Peoria City schools published three columns of program for their celebration of Washington's birthday and still did not announce all the exercises. Every building in the city was crowded with visitors.

The editor of this department will be glad to receive facts about summer institutes, and if he cannot insert in full he will give the time of beginning, names of instructors, length of session, etc.

The Cook County Sunday School Convention will be held in Farwell Hall Chicago, Friday and Saturday, Feb. 27 and 28. Major Whittle and Mr. McGannahan will be present during the Convention, and many of the best workers have promised to help in the work.

The Cook county Teachers' Association has taken an important step in organizing a series of conference meetings to be held by a few of the leading teachers of the county outside of the city—Messrs. Lewis, of Hyde Park; Dodge, of Oak Park; Barker, of Oakwood; Cuming, of Palatine; Farmworth, of Maplewood; and D. S. Wentworth, of the Normal School,—for the purpose of arranging the course of study of the several high schools of the county so as to make a strictly professional course at the Normal School at Englewood for all graduates of high schools.

The faculty of the State University have dismissed six of the senior class from the University on account of the recent insubordination of the senior and junior military classes. All the other refractory students made peace with the faculty, but these six persisted in refusing. These foolishly announce their intention of remaining in the city to keep up the battle, and have already raised considerable money for that purpose. Several older students are also reported as sympathizing with them and threatening to leave the institution.

MICHIGAN.—A teachers' association was organized in Newaygo county Feb. 14. The next meeting will be at Newaygo. The names of workers in the last meeting are: Mr. Collins, Mr. Wood, Mr. Fortune, Mr. McIntire, Miss Queale, Miss Skinner, Miss Thurston, Mr. Church, Mr. Warnock, and Mr. Comstock. No. present, 42.

Law commencement at the University, March 24. Prof. George S. Morris, of the University, has left for his new position in the Johns Hopkins University. Prof. Morris has occupied the chair of Modern Languages in the University for nine years. Prof. Edward W. Walker, who has been for the past six months pursuing studies in Paris, has returned, and is Prof. Morris' successor. Prof. Walker has previously spent several years in pursuing studies in Leipzig, where he received the degree of Ph. D.

Charlotte public schools enroll 703 pupils; employ 13 teachers, besides the superintendent. The schools are in a prosperous condition under the control of Miss J. A. King. High School numbers 70, in charge of M. L. Jones. Four years ago, when Miss King took charge of this school, the carpers said "you will see;" and we have seen a veritable success in the quiet, steady influence of a lady superintendent.

In the Big-Rapids school, at teachers' meetings, held once a week, they are making the pronunciation of geographical names a specialty. Each teacher has a blank book ruled in double columns, one for spelling and the other for pronunciation. 35 words are required each week. The high school has organized a successful literary society, which meets every Tuesday evening. All the rhetorical exercises of the high school are in charge of this society. The entire enrollment for the year, to Feb. 15, is 678. Average attendance 94 per cent of number belonging.

Supt. Gower estimates the value of the University buildings and grounds at $380,000.

The University Lecture Association has lost money this year. The entire number of graduates of the University is 7,500.

President Angell will deliver an address on March 6, before the Tri-State Teachers' Association at Toledo.

The following is a letter from a township superintendent of schools to a leading Michigan journal:

"What is the law regarding paying of teachers Who does not know enough to do his duty and makes himself obnoxious to the district?"

The journal sent the following reply:

"The only law pertaining to school matters on which the editor is posted, is one which makes it possible for the greatest Jackass in the township to be elected to the office of Township Superintendent of Schools."

The 9th grade, Howell school, were given 23 questions in structural physiology and 20 questions in hygiene, of a most practical kind, on the 27th of January, after studying the subject 20 weeks. The average standing of the class was 83%. One member of the class answered every question fully and correctly, well earning the credit of 100. The lowest standing was 40; written examination averages of the entire class, 78, leaving out the four lowest, the average rises to 86. The average age of the class is 16 years 7 months. The shortest time employed in the work was 1 hour 50 minutes; longest time 2 hours 30 minutes; average 2 hours 17 minutes.

MINNESOTA.—By reference to our Official Department, it will be seen that an important opinion has been rendered by Attorney General Star upon the construction of the school book law. This is the first official interpretation of the law that has been made. This opinion makes it necessary for the school districts of the state, not specially exempted from the operation of the law, to introduce the state school books, and a proof of such introduction must accompany a draft upon the county treasurer for the portion of school tax fund due the township.

There is considerable interest shown by the citizens of Winona in the proposed establishment of a Kindergarten at that place.

A writer in the Duluth Tribune pays a high compliment to Miss Bertha Yomans, a teacher in the primary department of the public school of that place. Miss Yomans is a graduate of the State Normal School at Winona.

INDIANA.—J. H. Smart, State Supt., and H. S. Tarbell, Supt., Indianapolis Public Schools, have been in attendance at the Superintendents' Meeting, Washington, D. C.

The Fourth Annual Meeting of the Southern Indiana Teachers' Association will be held at Bloomington, March 17, 18, 19.

PROGRAM.—Wednesday Evening, March 17, Music, Prayer, Music, Address of Welcome, Hon. C. F. Dodds, Mayor of the City of Bloomington; Inaugural Address, Supt. J. W. Calwell, Seymour, Ind.


Thursday Evening, 7:30 o'clock. Illustrated Lecture in Physics, Prof. T. A. Wylie, LL. D., State University, Bloomington.


Saturday Evening, 7:30 o'clock. Social reunion, with miscellaneous exercises.
TO THE COUNTY TREASURER OF RAMSEY COUNTY.

DEAR SIR:—I am in receipt of a communication from S. Lee Davis, Esq., county auditor of Ramsey county, making the inquiry herein stated. The communication should have been addressed to you, as it relates to the duties of county officers with reference to the tax laws of the state; by section 119, chapter 11, general statutes, 1878, p. 242, it is the decision of the state auditor, in accordance with the advice of the attorney general, that is to have force and effect until annulled by the judgment or decree of the court; hence, I think, all questions relating to taxes, tax laws, and the duties of all officers with reference thereto should be sent to your office for a decision thereon. In this manner uniformity of practice throughout the state would be obtained.

Auditor Davis says that some of the school districts of Ramsey county have never made any requisition for the state text-books, and have therefore neglected or failed to introduce said books into the schools of their respective districts, although two years have expired since the county auditor received the number of text-books required by the school district of his county, and asks what is his duty in the premises at the coming spring settlement.

An answer to these questions required a consideration of the following provisions of the general statutes of 1878:—First—Sections 67 and 68, chapter 111, p. 230. Second—Section 83, chapter 36, p. 484. Third—Section 166, chapter 35, p. 500. By the first section above referred to the county auditor is required to keep an account with each school district of his county, and immediately after each settlement with the county treasurer, to credit each district with the collections belonging to it, and give to the treasurer thereof, upon demand, an order on the county treasurer for the amount to the credit of the county auditor, relating to the tax laws of the state; by section 83, chapter 36, p. 484, the county auditor is required for the school districts of his county, the treasurer of such county is required to keep an account with each school district of his county, and the treasurer of any part of the state school tax fund to a district. This prohibition of the payment of a sum fixed, and such amount remaining unpaid, the contract will be void.

By the second section referred to the county treasurer is required, upon the order of the county auditor, to pay to the treasurer of any school district any money in his hands belonging to such school district.

By the third section referred to it is provided that after two years from the time the county auditor of any county has received the number of text-books required for the school districts of his county, the treasurer of such county shall pay no part of the state school tax fund belonging to a district in his county, to the treasurer thereof, until he produces the certificate of the superintendent of public schools of his county to the fact that the state text-books have been introduced into the schools of such district and are used to the exclusion of any other series of text-books.

Are these several provisions of the statute conflicting and inconsistent with each other so that the latter enactment would repeal pro tanto the others, is the real question to be determined. Ordinarily express language is used where a repeal is intended, and a repeal by implication is not favored, and when the acts are upon different subjects the rule as to implied repeals applies more forcibly. When different provisions of the statute can be harmonized by a fair and liberal construction it must be done. One statute is not to be considered as a repeal of another if it be possible to reconcile the two together. McCool v. Smith, 1 Black., 459. I see no difficulty in harmonizing all the several provisions under consideration, and giving effect to all of them. There is no such repugnancy between the provisions of the statutes referred to that all may not stand together. Curry v. Merrill, 3 N. W. Rep., 3.

Section 166, chapter 35, general statutes 1878, is simply a limitation of the duty of the treasurer to pay as required by section 83, chapter 36, and forbids the payment of any part of the state school tax fund to a school district treasurer unless certain conditions are complied with, viz.: furnishing proof that the state text-books are in use in his district. This prohibition of the payment by the county treasurer of any part of the state school tax fund to a district without the production of the county superintendent's certificate is one of the measures selected by the legislature to effect one of the objects of the law, viz.: to secure a uniform series of text-books in the public schools. Whether it is wise or not is a question exclusively within the judgment of the legislature, with which executive officers charged with carrying out the law have no concern. It should be liberally construed and faithfully executed until the courts of the people determine to the contrary. I am of the opinion that the county auditor should, upon making settlement with the county treasurer, credit each school district of his county with its share of the collections and school funds, but where two years have expired since he received the number of text-books required for the district schools of his county, the order on the county treasurer for the state school tax fund belonging to any district should be payable on condition that the school district treasurer produces to the county treasurer the certificate of the county superintendent of public schools showing that the text-books are in use in his district, and that the county treasurer should not pay the order unless the condition is complied with. The term "state school tax fund" is defined by general laws of 1878, page 68, section 3, "to mean and apply to school funds arising from taxation."

Respectfully,

CHAS. M. START,
Attorney General.

* * *

IOWA—SUNDAY RULINGS.

1. The Board of Directors have the power to adopt books for use in the schools of their district (see Sec. 1728, S. L., 1876), and to provide that at a time stated, the use of all other books shall be discontinued.

2. If an officer fails or refuses to perform a duty enjoined upon him by law, he can be compelled to act by a writ of mandamus from a court of law.

3. It is the practice of the courts to attach great importance to the provisions of written contracts. The terms of such contracts must be adhered to unless both parties otherwise agree.

4. The Board may contract to pay a teacher an amount additional to compensation for personal services, and he may supply the services of an assistant teacher who must hold the certificate required by law. (See Sec. 1728, S. L., 1876.)

5. A party in whose favor an appeal is decided has the remedy of a writ of mandamus from a court of law, to enforce the decision of appeal.

6. A board of directors may not make an agreement, which for a money consideration, or other equivalent, shall be intended to be perpetual. A contract of such kind must contain a privilege to close the agreement upon the payment of a sum fixed, and such amount remaining unpaid, the contract will be in force.

C. W. VON GELLN,
Superintendent of Public Instruction.
Feb. 21, 1880.

THE HOME.

"GOD BLESS OUR SCHOOL."

About the room the Christmas greens In rich profusion hung, While sparkling in their gilded dress Those graceful vines among. Were fitting mottoes wrought with care, Each with its wealth of good, And this of all that decked those walls, The children's favorite stood— "God bless our school."

It glittered in the morning sun In characters of gold, As beautiful at noontide hour, Like Truth that never grows old; What though the storms were fierce without, With low-hung clouds of gloom, A halo crowned those sacred words, In silence filled the room— "God bless our school."

Once to my side a fair young child Came with her eyes of blue, So full of light and innocence, Pure thoughts were there I knew. "Teacher," said she, "I wonder so If it can really be, That God, who lives high up above, Looks down from heaven to see, And bless our school."

Oh, what a fitting time to teach A sweet and holy truth, To leave its impress deep engraved Upon the mind of youth! I took the little hand in mine, Gazed in that childish face, And told how He, whose watchful love Abides in every place, Could bless our school;
And how not e'en a sparrow's fall, 
Not e'en a raven's cry, 
Though small they seem, could e'er escape 
The notice of His eye. 
Their face gleams with happy smiles, 
"Ah! now I know," said she, 
"If God loves even the little birds, 
He surely cares for me, 
And all our school." 

O ye unto whose tender care 
These little ones are given, 
Spurn not the thoughtful questionings, 
"But turn their hearts to heaven; 
And when ye twine about your rooms 
The rich flowers of your garden, 
There place among those graceful vines 
These golden words to gleam— 
"God bless our school." —The Teacher.

**OUR CHILDREN AT HOME.**


It is about the most dangerous thing possible in this republic to compel Young America to operate in a half-peck measure 20 years, with a promise of operating in a peck measure when he grows up. The great problem of American city life to-day, is how to find bodily and spiritual elbow-room for city boys and girls. How shall we construct our new homes in the cities and crowded villages of our country, so that our children may have a fair opportunity to strike out for themselves, and each make of itself the man or woman the dear Father of us all has given it the native power and providential environment to become.

In answering this question, I will say:

**First:** When you build or hire a house have an eye in all its arrangements to the physical, mental, and moral welfare of your children. The selfishness of grown people is the root, and the thoughtlessness of parents the quicksand, on which thousands of American families go to wreck. The yearly waste in liquor, tobacco, and vulgar amusements would cover the gap between a squalid home in a vile neighborhood, and a fit house for the family of a working man.

There are armies of disaffected workmen, even in America, who are to-day cursing the best institutions of society and their own wisest friends, holding themselves responsible for a wretched style of living to which they are condemned by their own selfish indulgence in pleasures that steal away the soul and keep the body under the feet of poverty. How many thoughtless men of business we know who will change their place of abode as often as they see the promise of a new gain in money,—dampening their little children into a noisy boarding-house; dropping them into the manufacturing village; shooting them across the country into a pleasant wilderness; keeping them in a great noisy city; or depriving them of a father's care during the most sensitive years of their lives. The wreck of life, health, mind, manners, and character in this headlong hauling of families about the country is one of the most grievous wastes of American life. It has been demonstrated again and again that homes can be built for city workmen fit for Christian people to live in, with fair profit to the proprietors. There is no earthly reason why, through the cooperation of a vigilant municipal policy and intelligent building associations, every American city cannot offer fit housing to its most important class.

The most awful extravagance on this continent is the "slaughter of the innocents" in our great cities;—in some of which a majority of the children born are underground before the age of ten. When we think of such a loss to the country; such a wide-spread misery and affliction cast upon myriads of people; and such an outcome of crime in the future, we begin to realize the intolerable enormity of American municipal policies. I have never known a city government to tolerate unlimited liquor-selling, indecent entertainments, foul streets, pestilent tenement houses, lewdness and gambling, poor schools and a corrupt franchise, where the center of iniquity could not be found in a ring of miserable politicians who are growing rich on the public disgrace. Always look twice at a candidate for office who proposes to economize at the expense of public health, public education, and public morals. He is either a man who wants to steal, himself, or a respectable blind behind which a squad of political thieves are hiding. Every city and village, by the reasonable economy that watches all unnecessary and extravagant expense, can make it possible for every industrious family of good character to provide a good home for its children; and then parents and children are alone responsible for the life within its walls.

**Second:** In laying out your home, see that your children have their proper work to do, and are held responsible, in reasonable degree, for the general comfort and happiness of the family. There are few families in respectable position who could not at once save money, save their children, and save the home from being the abode of boisterous boys, by assigning to each a definite amount of labor and responsibility. If every grown son in Springfield would endeavor to relieve his mother in the labor of the daily supply of the household, we should have the double result of a smaller number of harassed mothers, and a larger number of young men able to begin married life with some knowledge of the mysteries of household economy, and some consideration for the domestic cares of their new wives. If every mother could have the firmness and wisdom to instruct her daughters, as they grow up, in the science of housekeeping according to the best methods of modern life, and assign to them a definite position in the social affairs of the house, we should see fewer specimens of broken-down wifehood, helpless maternity, and "anxious and aimless" maidenhood.

The one central sin of our new, expensive city life is the wide-spread neglect of this training of the children for their home duties. In thousands of respectable families that I visit the children of all ages are little more than unreasonable able bodiers. They are taught nothing of the difficulties of supporting a family, are constantly pushed out of the way of the parents and servants who monopolize the work, are driven, by mere necessity of occupation, to excessive study, a reckless round of amusements, or a nervous and heated leisure, harder than any wholesome work. What wonder that so many beautiful houses are stumped by mobs of spoiled children, that the son's room is often, a sort of private drinking and smoking saloon set up in the center of the mansion; that the daughter shirks her social duties, takes her affairs into her own hands, and keeps the family in hot water by her reckless social goings on; and generally, all reasonable and Christian family life destroyed. The fault lies at the door of the infatuated parents, who, from a false idea of the gentility of idleness, cheat their children out of the most valuable education in a Christian home life; expose them, alike, to the contamination of ignorance, superstition, and vice, in their association with servants, and to the peril that await every youth driven out-of-doors to find somebody to love and something to do. At

*From a sermon preached in the Church of the Unity, Jan. 4, 1880.*
the same time, these deluded parents go on enlarging the household and shaking every year a heavier burden of drudgery and care.

"There is nothing for my children to do," sighed the proprietor of a super- 

palace in my presence, while his wife heaved an assuring sigh in response. But that man, at fifty-five was staggering along the brink of paralysis and his wife, at fifty, was really a woman of seventy; both living in a hopeless snarl of toil and trouble; their palace rocked, like a ship in a tempest, under the quarrels and tyranny of half a dozen servants; their boys growing up expensive and useless, and their girls candidates for the American woman’s hell o nervous and helpless invalidism. The key to the situation in that house would unlock the gate of Paradise in the home of many a workman. It is the resolute and intelligent training of children and youth to sharing the burdens of life at home. And this will break up that same vulgar and American habit, the separation of parents and children in society; whereby the young are exposed to the dangers of unregulated intercourse and confirmed in all the vices of precocious youthfulness, and the parents are left, an abandoned crowd of social old fogies, whose first duty is to keep on the way of everything under 30. There is work enough connected with every city and village home to give occupation to the leisure of every child and train every city boy and girl into good household and social breeding, if the parents will consent to become the schoolmaster and schoolmistress of their offspring they promised to be on their wedding-day.

Every home in city and village should, if possible, have one room, or as many as can be furnished, where the children can be encouraged, under suitable control, to develop their own ideas of useful work. Many a boy could be saved from the clime of meanness by a mechanic’s shop, a study, or a room of all work and play in his own house, where he could play at “being a man” with his companions, as “tyrant” a few of the humorous projects that possess the brain of every active young American. If it is asked, “How this can be done,” you may ask the architect. He will tell you that three-fourths the space in every well-to-do American house is only peopled by the flies or the guests, through the highways and by-ways of life, in search of somebody who has leisure enough to be their friend. And if that new friend turns out a wicked boy, a worthless girl, a pernicious man or woman, who leads the youth astray, will not God call to account those parents who are too busy about their own affairs to become the father and mother of the souls given to them in sacred charge?

The heart of the home is the spirit of natural love, reverence, and self-sacrifice. And this spirit cannot be bought for money; cannot be learned in any school or university; does not belong to any station in life. It is open to every soul; free as the air and sunshine; free as the glorious thing it is, the abounding grace of God. This city, this New England, this new America, is full of families who are wearing themselves out in the foolish and futile attempt to live without God and the Lord Jesus Christ; without the religion of love to God and love to man, and the hope of the immortal life as the center of the home. Some of these are doing this in the proud conceit of a culture and social standing which looks down upon the Christian life as a superstition, while the “superior class” has outgrown. But the majority of these families are living this life of worldliness for reasons which they are themselves ashamed to proclaim, or in sheer unconsciousness of anything better than their present notion of existence.

But, whatever may be the cause, the outcome of an irreligious home to children is always the same. They are not, indeed, abandoned by Providence; for God is too wise an economist to have the eternal welfare of his home-bred child in sole charge of its earthly parents. Every youth thus neglected finds somewhere, a spiritual father and mother; some good minister; some precious friend; some experience of life that shows it the better way. But the worldliness of the home is bad and only bad; and every child that goes out from a godless home is weighted with that godlessness as long as it lives. Oh, what a misfortune of grief and remorse must one later, in some world, come upon the soul of the parent who has lived through the childhood of his children, forgetting or defying the blessed God and the loving Christ, the heavenly Father and divine Elder Brother of every home.

And what a happiness, past all compare, is reserved for every devout and faithful mother and father who have taught their offspring to “remember their Creator in the days of their youth;” to love the Savior, who blessed little children; to prayer and prayer after truth and purity and honesty and all the things that make up the character of the consecrated woman, the Christian man. For whatever mishap may befall any member of that household, that home-schooling in the life eternal will follow the wanderer, like an angel of deliverance, all round the world, to overwhelm the grief of death and meet it with offers of radiant companionship on the other side. Such a father and mother only begin to mold the family in the house they build on earth. Going away, in God’s time, they pass onward to build another “house, not made with hands, eternal and in the heavens.” There, being dead to this world, they yet speak with a potency and sweetness that sends their message down, like a divine calmness, whispering through all the tumult of this troubled sphere. And, for such, the faithful fathers and mothers of the world in which we live, is reserved a blessed ingathering of souls in the better land; a home amid the family in heaven.

EDUCATION IN THE HOME.

There is a process of education constantly going on in every dwelling which care and thought can make an unspeakable advantage, and at the same time contribute to make a happy home. To keep objects of pure and high interest before the children’s minds, in a natural and suitable way—to have them supplied with such books as will occupy and interest—to talk not too much to them as with them about objects—to take note of and encourage any advance they make, and to direct the flow not of a part of but of the whole of their life—physical, mental, moral, without apparent interference or violence; this happy art—to be sought, prayed for, labored for—under God’s blessing goes far to make a happy home. The tastes of children are naturally simple. Your child’s wooden gun, cut with your own hand, perhaps, and made a link of connection between your little boy and you, may be more to him, more influential over his character, more potent in binding his heart to you while living, his memory to you when you are dead, than a costly gift that you ordered at the store. And when you, living a loving, natural life before your children, and when they have love in their minds, and speak to God of them and of yourself, there is a powerful restraining being put on natural evil, there is a pleasant type of heaven where the whole family that is named after Jesus shall be gathered together. —Dr. John Hall.

-Signers will bear in mind that the reduced price of the WEEKLY ($2.50) is offered only to those who pay in advance. To all others the price remains at $2.50.
pride in every line of his beaming face! And what despair when he finally falls upon it and the end comes. Study is at first an impossibility to him, but give the child something to do, and it will be done with a will. Look at the beginner as he sits at his work, the pencil gripped tight in his awkward little fist, writing something with a more or less remote resemblance to b-o-x or h-a-t, there is no lack of earnestness in his efforts, or listen to him as he shouts his reading lesson; the necessary zeal is there, but not as yet directed into proper channels. He possesses animation enough and vigor enough in pursuing new lines of thought and action; it is the teacher's province to direct and control this natural zeal which, misdirected or neglected, leads into mischief.

Every one knows the natural persistence of the young mind, how it returns continually and indefatigably to any subject on which it is not satisfied at the first investigation, but the idea that it is ardent in the pursuit of knowledge, is not well grounded in fact. The child is intensely ardent in pursuing that which interests him, but he needs urging, watching, and most judicious management before he can be persuaded to attend systematically to matters in which he ought to be interested. The tact of a skillful teacher turns everything to account to secure this end; even his least commendable qualities, his self-conceit, his natural vanity may be diverted and modified into an unobjectionable pride; there is no more pitiful sight in a school-room than a child whose timidity obscures all the excellencies of his mind or character.

To the teacher's work there are two main essentials—to keep up her own interest and to engage the interest and in consequence the attention of the pupil. A failure in the first often arises from the teacher herself not fully feeling the importance of her duties. Looked at from without it seems indeed a narrowing round—the same easy words and figures to print it seems on the black-board day after day, the same guiding of little hands over the up-strokes and down-strokes, and the same monotonous lessons; truly if this condition continues it would be a hard profession, but when she realizes that the easy words (so familiar to her that she has forgotten the time she learned them) are to the child something new and strange, the standing ajar of the entrance door to the world of letters, through which he passes into a continually unfolding range of novelty—the wearying lassitude of the work involves itself into immensity. The simple acquisition of a printed word is the beginning of a new language to him, in which every step increases his strength and prepares the way for further progress.

Success in teaching is largely due to earnest, conscientious effort. There may be those who can teach wholly by inspiration, but that is an unreliable foundation to build upon; patient, hopeful, hard work will tell in the long run, nor is it enough, for even the most earnest effort in a mistaken vocation is commendable often in its practice than in its results. The most industrious and conscientious teacher sometimes proves the worst failure. So long as school-teaching is an art, and as yet not reduced nor apparently reducible to a science, no one should engage in it without some peculiar fitness of nature or inclination. One who lacks this fitness has no right to aspire to any honorable profession, wear out her strength and sour her disposition by persisting in the pursuit of it, merely because it is more reputable or lucrative than some other for which she is better suited.

Teaching is essentially a woman's business, and one in which she has established herself by her own success. It is the means of temporary independence for many a young woman, and a haven of busy rest for the permanent, elderly spinster, but fortunately it is now only one of the channels into which a woman's capabilities can be turned; she is not narrowed down to it as her only means of making a living: so, I, for one, cannot understand why, among so many engaged in the work, there are so few who are willing to admit to any love for it. I can only account for it on the supposition that they have fallen into the habit of saying they do not like it, and keep up the constant mechanically. Teachers like the work better than they think they do and if the often sincere prayer of many a heart-weary teacher, "O, that I had wings, that I might fly away and be at rest," were granted, it would not be long before the air would be filled with the flutter of desponding pinions.

The cry that teaching is wearing out the strength and killing those engaged in it, I hold to be based on utterly mistaken premises; the woman whose health fails in teaching, would be likely to lapse into invalidism earlier in any other vocation. The regular hours and regular habits necessary to success are in the highest degree conducive to health both of teacher and pupils. The trouble is with teachers—that they supplement their labors with too much under the name, perhaps, of recreation, that is fatigue—the fancy-work, writing, painting, and other pursuits, that in moderation are a pleasant pastime, but in excess are injurious to the brain and nerves as tobacco or whiskey. Women, acting in the interests of Christianity, have agitated the temperance question and have probably done much good; it is time now for some man in the interests of education to commence a vigorous crusade against worsted work.

A primary teacher needs particularly, for the example, to heed the counsel—"To thy own self be true." There is an old saying, "Children and fools speak the truth," the fools of these days are probably different from those of the time when that saying originated, and children now certainly have to be taught to be truthful.

A child's moral nature is slower of development than his imagination, is strongly blinded by outside influences, as the fear of punishment or the desire for praise. Farther, it is the misfortune of a child that his eager seekings for knowledge impel him to ask questions that the wisdom of sages could not answer, so he receives evasive or false replies because his parents are unwilling to admit to him that they are as ignorant as he. He should, of course, be told the truth or nothing.

This is not the least of the teacher's duties (the more important that it is neglected by the parent), to inculcate into the young mind and heart a respect and love for the plain; unvarnished, the often unattractive truth.

The teacher's business is one much exposed to the dangers of sentimentalism; talkers, writers, and some thinkers on the subject are prone to fall into a vein of tender moralizing and ignore the firm practical basis on which the profession rests. The doctrine of a universal and lasting love for children is the ground-work of their scheme and their infallible test of excellence. In fact, it is no more possible to dearly love all the different children gathered together in a school-room, than it is to love even in moderation, all the men and women in your circle of acquaintance. The teacher who undertakes to love all children perfectly, such idea puts too severe a task upon her willing heart, for there are many children who are by nature so unlovely that no one but their parents can love them. But it is not only possible but very easy to become greatly interested in them, and a very slight effort will gain their regard. If a child loves his teacher he will love his studies; and if he love his studies, he will love his teacher. It is a glorious relief from the drudgery of teaching, that this rule works both ways. A child observes, admires, imitates. His teacher is often encouraged rather than restrained; we have now too much of the competitive examination, all the men and women in your circle of acquaintance. The teacher who undertakes to love all children perfectly, such idea puts too severe a task upon her willing heart, for there are many children who are by nature so unlovely that no one but their parents can love them. But it is not only possible but very easy to become greatly interested in them, and a very slight effort will gain their regard. If a child loves his teacher he will love his studies; and if he love his studies, he will love his teacher. It is a glorious relief from the drudgery of teaching, that this rule works both ways. A child observes, admires, imitates. 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His teacher is often encouraged rather than restrained; we have now too much of the competitive examination, all the men and women in your circle of acquaintance.
know but I can't tell it," has its echo in every teacher's experience. She knows the multiplication table, for instance, perfectly, but she has to rack her brain in solitude for many a weary hour before she finds ways enough, and good enough, to use in teaching it. The same anxiety attends her efforts at discipline; it has been often proved that it is possible to drill young children into a wonderful condition of quiet order. It is done that the child is aggressive, in numbers he become tractable. There are primary schools, in this respect, almost miraculous; the work goes on noiselessly, the lessons are glibly recited, the books held in position, the tones modulated to the quietest, the feet of very short silence; but where the work is mechanical and the attentive observer longs for someone with life and energy and a true appreciation of what is necessary to a child's mental growth, to come in and dig up teacher and pupils from the stupor in which they are buried. Whatever may be best for a child's mental and moral nature, his growing muscles need constant change of position.

The best general rule is to expect of a child only that which he can do, and require of him all that he can do well. The teacher should as far as possible study each child's nature, in order the better to graduate her requirements to the stage of his development, attempting not to follow any iron rule of daily routine, but adopting a system flexible enough to give the greatest aid to the greatest number, a system that an occasional bright inspiration or happy accident may interrupt without loss.

With all the modern advantages at hand, with the attention paid to education, in every department of life and literature; with good educational journals in plenty, and frequent opportunities for consultation, there is now no excuse for poor teaching. The road up the hill of knowledge has been improved very much of late years; the rough places are made smooth, obstacles are removed; many short cuts lessen the distance; and the children may be led along instead of being driven, and although the grade may be steep in places, their onward path is comparatively easy to them and to their guides.

That teacher succeeds who, knowing her deficiencies, seeks to overcome them, rather than who, complacently realizing that she has done well, is content therewith. If the earnest teacher does her best to-day, to-morrow her best will be better. Perfection is beyond and above all earthly attainment.

As to time, I must confess that this excuse is ridiculous, if all teachers will think about how much time is lost by common chattering, which is of no use at all and will never help us. I believe they must get out of their sleep as soon as they find out how precious is every minute, we rather spend our time for education, than for nonsense. Where there is a will there is a way. I read Greek, Latin, French, German. I study other branches every day, and find time for German and English educational and political papers and other books, but begin my day's work at five in the morning and close it at ten in the evening, and exercise besides two hours in the open air every day; yet I find no time for balls, evening parties, etc., as I have no use for that kind of pleasure, but take more pleasure in improving my classes, my mind and body.

Finally, I must confess that I owe much gratitude to the educational paper, which I am reading now one year; for I learned very much by it during that year, and try to recommend it to every teacher. I know a certain teacher of a high school told me once; "I do not like that paper at all." "Why?" I asked. "Because it is not interesting, and then I have no time." "Well, do you read it?" I questioned. "No, never," was the reply. "Well, then you do not know how interesting it is," I answered. Yet, the same high school teacher had to chaff common nonsense for several hours every evening.

THE TEACHERS' MEETING.

ANOTHER PLEA FOR PROFESSIONAL ZEAL.

To the Editors of the Weekly:

I read in your Educational—"A Plea for Professional Zeal," by Prof. N. H. Walbridge, and am fully convinced of that he says in No. 147, February 5, 1880.

But I assure you, that the name he assigns to that kind of teachers, who excuse themselves by saying: they have no time, or no money, etc. is not hard enough. They deserve pity, but much more they are deserving despicable; for teachers who have no time for feeding their mind or no money to enrich their mind, have also never a right to the title—teacher, they are a disgrace to that school, and do not rank as high as the most common laborer who tries to improve himself in his occupation.

Our mind needs as well food as our stomach; without it stomach and mind are sick. "Sana mens in sano corpore," and "Scientia est potentia." I deem an educational paper the best food we are receiving, because it is a leader into literature by its book list and its criticism about books; it shows what educational work is done everywhere and thus it makes us do as good work or better one.

Every teacher spends the largest part of his monthly salary for clothes and food, however low it may be, and cannot save money for journals and books to improve the best part of his body, his brain. I, myself, have a very low salary, but spend five dollars for books and journals every month; as they are my tools, my comrades, my society, and best friends.

As to time, I must confess that this excuse is ridiculous, if all teachers will think about how much time is lost by common chattering, which is of no use at all and will never help us. I believe they must get out of their sleep as soon as they find out how precious is every minute, we rather spend our time for education, than for nonsense. Where there is a will there is a way. I read Greek, Latin, French, German. I study other branches every day, and find time for German and English educational and political papers and other books, but begin my day's work at five in the morning and close it at ten in the evening, and exercise besides two hours in the open air every day; yet I find no time for balls, evening parties, etc., as I have no use for that kind of pleasure, but take more pleasure in improving my classes, my mind and body.

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c.

HIGH SCHOOL, NILES, MICH.

HERE WE HAVE IT—JUST THE THING.

The clatter made by heavy boot heels worn by the teacher is often a source of annoyance in the school-room both to teacher and pupils. This is readily remedied by substituting rubber heels for the ordinary leather ones. Find the size required by comparing the heels worn with those on the rubber boot, then get the shoemaker to order a pair of rubber heels of the proper size, from the manufacturer.

Have the old heels removed and the rubber ones fastened on the boot with rubber cement and two or three small screws driven from the inside. The screws will hold them without the cement. The y are noiseless, comfortable, and about as durable as leather.

J. M.

NOXVILLE, ILL., Feb. 16, 1880.

BAD FOR EDUCATION, BUT GOOD FOR THE WOMEN.

It does not depend on sex at all—this business of teaching. A woman may shine as an artist, ruler, general, preacher, or teacher—so we believe. But we don't believe as many to the hundred as men. It is the boast of that fair city that not a single man is permitted to teach—though it will be good for the women. Just look at this fact: In July last the State of Ohio held its Teachers' Association at Cleveland. At that place Superintendent Kickoff has built up a splendid system of schools, all agree, and he has 350 assistants, most of them women. Now, how many of these women attended the Association as members? "Put two. "Ah, but we can teach just as well without attending educational associations," they will say. To which we add, it will help any Christian to go to church. —N. Y. Teachers' Institute.

Yes, and and the Illinois Teachers' Association met in Bloomington, Ill., in December last. It is the boast of that fair city that not a single man is allowed to wield the birch in his schools. How many of its teachers attended the Association as members? We understand that the treasurer's book shows that the principal of the high school was the only one who felt interest enough in the work of the Association to enroll herself.

A MEMBER.

CHICAGO NOTES.

At the Institute last Saturday Mr. E. O'Veile, in showing how he would draw out a class, asked one of the teachers what she thought of the expression. "For Dobbin could plow while asleep as well when awake." "I would say it was no such thing," said the lady.

"Of course," said Mr. O'Veile, "the statement is untrue and ridiculous; but how would you explain it to the children?" And The Provisor Farmer was present and had to hold in the horses of his agricultural knowledge. And Doyt and Delano and Kirk let the statement go by unchallenged. Mr. O'Veile may be the author of "The Trough," but the amount that he has yet to learn about horse-flesh is "simply prodigious."

Great educational doings in Chicago. A. G. Lane, county superintendent, is examining schools and moving toward a more perfect gradation of schools in the rural districts. In the city the movement toward forming an institute of pedagogy is well under way. The majority of the committee seem to
cherish the idea of reviving the voluntary principals' association. But Mr. C. G. Stowell wants to get upon a higher plane and found a society to compete with the French Academy or the Geographical Society of England. Mr. Stowell's aspirations are commendable, but he is not likely to get on a very high plane educationally until he cuts loose from some of the heavy weights to which he is now tied.

A cut on page 187 of the Analytical Third Reader caused much embarrassment at the last institute. The point in dispute was to determine which is the young horse. There is some discrepancy between the text and the cut, and indeed between different parts of the text. And truly the muddle that Mr. O'Vaile and the mischievous young ladies who answered his questions made of the matter was "simply prodigious." Is Woodward too busy with the Blaine boom to set them right? Or will Th. Nast, or J. Russell Webb have the goodness to rise and explain?

A MODEL LESSON.

The following is the text of the model lesson given to the third and fourth grade teachers last Saturday: (Analytical Third Reader, page 187.)

1. "Put the young horse in the plow," said the farmer; and very much pleased he was to be in a team with Dobbin and the gray mare. It was a long field and gaily he walked across it, having hard work to keep at so slow a pace.

2. "Where are we going now?" he said when he got to the top of the hill; this is very pleasant.


4. "What for," said the young horse, rather surprised. But Dobbin had gone to sleep, for he could plow asleep as well as awake.

5. "What are we going back for?" he asked, turning round to the old gray mare.

6. "Keep on," said the gray mare, or we shall never get to the bottom, and you will have the whip at your heels.

Mr. Vaile.—Who was pleased to be in a team with Dobbin and the gray mare?

A Voice.—The young horse.

Another Voice.—The farmer.

Still Another Voice.—The plow. (Laughter.)

Mr. Vaile.—Why should he be pleased to be in a team with Dobbin and the gray mare?

A Voice.—Because he was a little fool.

Another Voice.—He thought it was getting up in the world.

Still Another Voice.—Because he couldn't climb a tree. (Laughter.)

Mr. Vaile.—Why had he hard work to keep so slow a pace. This lady, (pointing).

That Lady.—I don't know.

A Voice.—Because he was skittish.

Another Voice.—Because he had never been broke.

Still Another Voice.—What's broke? (Laughter.)

Mr. Vaile.—Why did he turn around to the old gray mare?

A Voice.—Because Dobbin was asleep.

Another Voice.—He had to turn round because she was behind him.

Still Another Voice.—Because the gray mare, as in the case of many teaching corps, is the better horse. (Laughter.)

Mr. Vaile.—You talk too much.

The Lady.—And you're an impudent puppy, (sensation.)

Mr. Vaile.—And you will have the whip at your heels, what does that mean? Is that where horses are usually whipped?

Mr. Vaile.—Well, which is the young horse, anyway?

At this point the discussion became so animated that the WEEKLY reporter, in trying to keep up with it, wrote so frantically that he broke the lead of his pencil. He appealed for a pen-knife to his neighboring ladies in vain. He asked Delano and Kirk to lend him the loan of a gridiron, that is, toad-stabber and mares-leg; but O'Vaile and the mischievous young ladies who answered his questions made of the matter was "simply prodigious." Is Woodward too busy with the Blaine boom to set them right? Or will Th. Nast, or J. Russell Webb have the goodness to rise and explain?

THE PRESS.

THE ALLITERATORS.

We want to welter in the blood of the blamed blatherskites who perennially persist in aiming at "apt alliteration's arful aid" in all articles appearing in their particular papers. We want to welcome all well-wishers of our common country, our corrupt government, and our beloved Boston to our aid in seeing up this sign of sensationalism, and dreadfully drubbing the driveling, dreary, and drolling draft, and driving it from the columns of contemporary collocations of composition. How daintily and distressingly dissuading to the lover of light or lofty literature to be pertinaciously and perpetually pestered with some such sentence as "Dear Daniel Drew Dead," or "The Boston Batters Beat Beautifully," or "Murky Murder Mangles the Mortal Manes of More Massacred Men." There is a kind of meaningless, musical madness about this literary lunacy that decidedly deceives its devotees. They think they are doing doughty deeds with their quavy, querulous, and quixotic quills; whereas they but mechanically manipulate meaningless muddleings, marrying meretricious moulting and mournful mutterings with mendacious and mediocre matter. Out on the outre and outrageous outpourings of these outlaws, outwits. Out them if you can; out them if you can't.—Boston Transcript.

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