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THE WEEKLY.

In map drawing, a combination of all systems is better than slavish adherence to any one system, and any system is better than no system. The plan by triangulation suits Africa and South America; but it is a trifle forced in its application to Asia and Europe, especially Europe. Up to the last year, or the last two years of a child's experience in a grammar school, little should be attempted in the line of accurate application of latitude and longitude. But at least during the last year of the grammar school course pupils should be taught to draw by means of points of latitude and longitude, stated by the conductor of the exercise. The use of both points and triangulation can be profitably made when the parallels and meridians are intersected by the vertices of the triangles. The chief object of map-drawing should be to fix geographical knowledge in the mind. Mechanical execution or artistic finish should be a secondary consideration.

At an institute lately attended by the Weekly two contrary views of preparing programs were advanced. One was that the program of a large school be prepared by the principal, so that no study might be slighted by a teacher who might have but little taste for that particular branch. This speaker advanced some novel doctrines—that forty-five minutes to an hour be given to language in the lower grades and that arithmetic be transposed from its favorite place in the morning to the last part of the afternoon.

Opposed to this view was the opinion of another speaker, who favored the plan of giving the assistants some latitude in the preparation of their programs, since the disposition or methods of one may enable her to teach a certain branch better at one part of the day than at another, or at a time different from that at which it would be convenient for the principal to inspect that particular work. The startling announcement was made by this speaker that "women have a natural repugnance to being held strictly between traces." Whatever the feeling of the women may be, there is one fact that should support the views of the speaker, and that is that the average assistant is more competent to prepare her own program than the average principal is to prepare it for her.

NORMAL PROBLEMS.

The Manitowoc Tribune of Wisconsin, under the above title, makes an unwarranted attack upon the normal schools of that state. The immediate occasion is the bill before the Assembly to establish a normal school at Milwaukee. The Elkhorn Independent, The Broadhead Independent, The Whitewater Register; and other papers take The Tribune to task for its utterances with varying degrees of vigor, but The Tribune re-iterates its first declaration that "it would be much more advantageous to the people to abolish the normal schools now in existence and improve the 'common schools.' The people at large could then be benefited."

This is probably but the half-audible prelude to the symphony that is to follow. The friends of the normal schools in Wisconsin have known for years that a crucial test was in preparation for them. They have known that such a fund as supports those schools could not fail to excite jealousy and envy in some quarters. A fund of a million, constantly growing and to be in the end about one and a half millions, is not a thing to escape the prying eyes of over-watchful public censors.

It is nothing in their eyes that the fund is a pure gift from the general government; that no citizen was ever taxed a farthing in its behalf; that not a cent of the principal has ever been expended; that considerably over half the cost of all the Institute work is paid out of its income fund; that nothing can be more unfair and inadequate than to estimate the value of the schools solely by the number of their graduates and what they do; that it would be absurd for them to attempt to be strictly "professional" at present; and finally that nine of every ten of the fault finders have never been inside of one of the schools at all and so are criticizing from the profound depths of their ignorance with the air of experts.

Let any unprejudiced citizen of that state go into any of the normal schools and see who are the candidates for admission, what is done with them, how they are sifted and classified, how many go off to teach after having done with them, how they improve from week to week and from month to month, how many teach that they may attend, and how many teach that they may attend, how many go off to teach after having done with them, how they improve from week to week and from month to month, how many teach that they may attend, and how many teach that they may attend.

These criticisms must remember that seeing an isolated fact—as for instance, that it costs a good deal to graduate a single teacher from the full course in any of the schools,—and seeing none of its relations is the best possible way to put out one's eyes. The normal schools are in no danger from those who are fully posted. The war will be inaugurated and championed by men full of half-thoughts, snap-judgments, half-information and misinformation, and they are certainly not the men who win in the long run in this country.
HOGS AND HIGH SCHOOLS.

DURING the last few weeks we have been carrying about proofs of a paper on "What Will Education do for the Farmer?" read before the Illinois Dairymen's Association by Prof. Frank Hall of the Sugar Grove Institute. We have referred to it frequently, carefully, and conscientiously, wondering whether it belonged to the province of an educational journal or an agricultural paper to reproduce it and comment upon it. Like the proverbially foolish animal that starved between two stacks of his appropriate food, we have hesitated so long that the article may seem stale and untimely. The doubtful point seems to be whether or not Prof. Hall, who used to be a first-class educator and who is a splendid fellow in any way, is now in favor of high schools or of hogs; or if his affections are divided, which charmer has the greater share of his emotional tendencies. We shall quote largely that our readers may have a chance to judge for themselves:

"The average Western farmer toils hard early and late, often depriving himself of needed rest and sleep, for what? to raise corn; for what? to feed hogs; for what? to get money with which to buy more land; for what? to raise more corn; for what? to feed more hogs; for what? to buy more land. And what does he want of more land? Why, he wishes to raise more corn, to feed more hogs, to buy more land, to raise more corn, to feed more hogs, and in this circle he moves until God Almighty stops his hog-glish work!"

The above sounds as if he deprecated an exclusive devotion to hogs. And again,

"You can measure the genius and guess the occupation of the man who, after viewing for a moment the great Niagara casting its two millions of tons of water per minute into the chasm below, while beholding this most wonderful, this most stupendous work of nature, could explain what a fine chance to wash sheep, boys!"

This also places him squarely on the side of the high schools as against an exclusive association with sheep, to say nothing of the inferior attractiveness of hogs. For he adds:

"People are numerous who can see no value in a magnificent cataract, with all its sublimity and grandeur, unless it can be made to assist in the accumulation of material wealth, unless it can be made to turn the grindstone, water nearly or quite the same ratio, to increase our ability to raise more hogs, more attractive hogs. For he adds: no more money than he needs to buy food, clothes, a home and his children after made prominent in the school. But not one branch of study is found to provide the lawyer, or a doctor, or a minister, or an editor. The more an average Western farmer toils hard early and late, often depriving himself of needed rest and sleep, for what? to raise corn; for what? to feed hogs; for what? to get money with which to buy more land, for what? to raise more corn, for what? to feed more hogs, for what? to buy more land and what does he want of more land? Why, he wishes to raise more corn, to feed more hogs, to buy more land, to raise more corn, to feed more hogs, and in this circle he moves until God Almighty stops his hog-glish work!"

"What will education do for the farmer? It will increase his capacity for enjoyment. I speak now more especially to our wealthy farmers—men who are worth from ten to fifty thousand dollars. Among my acquaintances are such individuals: men whose annual income would be ample to provide for every want, even if they should refuse henceforth to perform physical labor. They have enough, as the saying is, 'to carry them through;' and then there would be sufficient left for the heirs, to ruin a family of six children after giving the lawyers half! In their homes you will find no libraries, no pictures, no musical instruments, few carpets. They seldom attend lectures, or concerts, or even dairymen's conventions. They can't afford it. They are saving the money—what for? to buy more hogs! They have never heard of Whittier, or Longfellow, or Herbert Spencer, or Harle. They don't know whether Shakespeare is living or dead. They are interested in European wars, because they raise the price of hogs. Almost their only enjoyments are eating, sleeping, and accumulating."

So far high schools seem to be ahead in the estimation of Mr. Hall, and the hogs are literally left out in the cold. But:

"What will education do for the farmer? It will force him to pay ten dollars for railroad fare where he pays but one now; to attend lectures, the theatre, expositions, agricultural fairs, farmers' institutes, and dairymen's associations. It will induce him to buy a library of 200, 400, 500, or even 1,000 volumes, and a three hundred-dollar case in which to put it. It will coax him to take a longer rest at noon that he may have time to read the 'Tales of a Wayside Inn,' or a chapter from "David Copperfield.' It will force him to leave off work earlier at night that he may have time to read the president's message or the 'Tribune's' comments thereon. It will teach him often to leave the pig-pen and seek the parlor; not because he loves Berkshire music less, but because he loves piano music more. It will double his annual expenditure for clothing; for the old frock and old overalls will be considered unsuitable in which to appear in the lecture room or even upon the cars. More ribbons must be bought and the dresses must be made in style, that Mrs. A. and the daughters may not be ashamed to appear in the society of cultured people. More than this, napkins must be purchased and napkin rings and China and silverware, that the table may be appropriately furnished and adorned; for the educated farmer will often desire to entertain ministers, editors, and intelligent men of all classes, who are accustomed to such things. More boot-blacking will be needed, more yellow lace, more kid gloves, more red mittens, more embroidered bal-briggans, more puffs and curls and saratoga waves, more stove polish, more pomatum, more German cologne, more paper, more postage stamps, more tooth brushes, more scrub-brushes, more brooms, more soap and water."

"Verily, the hogs are beginning to put in an appearance, a choice breed at that—Berkshire. But just as we are ready to pat Mr. Hall on the back, he says:

"I tell you, my farmer friends, this education is an expensive thing. Beware! Beware! For every dollar you expend in educating your sons and your daughters beyond what is absolutely necessary in the performance of their every-day duties, you may some day be forced to pay ten dollars to satisfy the wants that the dollar's worth of education will have created."

The hogs have surely got away with his volatilite fancy. But no; for this is the very next sentence:

"But there is another side to this argument: Not only does education increase our wants, but if a due proportion of it be of the practical kind, it, in nearly or quite the same ratio, increases our ability to earn. It makes us of more value to the world, for which the world will cheerfully pay us. We may thus earn more, spend more, enjoy more. We may elevate ourselves, by so much, above the level of the brute. A symmetrical education simply increases a man's capacity for doing and enjoying. It doubles him, quadruples him: enables him to give more to the world and receive more from the world; makes him occupy a larger place in the universe."

Hurrah! for the high school! Get out, ye hogs! Seek 'em Towner! But hold on:

"How much time shall the lawyer devote to agricultural science? How much time can the farmer devote to the study of poetry and music, and how much time can the post-musician afford to devote to the science and practice of agriculture? These are questions that force themselves upon us. To return to the question assigned to me to answer: 'What will education do for the farmer?' If you mean by education such mental culture as is obtained in the average high school, I can answer, unhesitatingly, it will make him a lawyer, or a doctor, or a minister, or an editor. Or, if by chance circumstances force him to become a farmer, he does it under protest."

The hogs have captured his affections.

"A young man enters the high school. Immediately, he commences a course of training exactly calculated to fit him for professional or mercantile life. Those branches of study which lawyers and doctors and editors and ministers have ever found advantageous to them in their spheres of labor, are made most prominent in the school. But not one branch of study is found which is especially adapted to the wants of the agriculturist!"

Hogs! hogs! hogs! 'Not one branch of study especially adapted to the wants of the agriculturist.' Every branch he studied is adapted to the wants of the agriculturist. But for his school study, he would not know the meaning of the word agricultural!
Does the pupil study chemistry? He is taught that part of the science which the druggist or physician especially needs. Or he is led to view in a most superficial manner, the science, as a whole, from the standpoint of some great investigator. Of its application to agriculture he learns little or nothing. He learns the names of the elementary substances and their atomic weights, but of the compounds of which ordinary soils are composed he knows nothing. He can recite upon the blackboard many of the most complicated chemical reactions, but of the effect of mixing wood-ashes and animal manures he is ignorant.

All right, Messieurs Hogs, root away at the foundations of all prosperity; but were it not for the high school that ye are trying to undermine ye would not know that there is any such science as chemistry, much less attempt to apply its art features to the recuperation of the soil. "Wood ashes and animal manures!"

Well, just tell us the effect of such a mixture (our agricultural editor is out) and if that is all the negligence you can charge to the door of the high school, we will see that it is corrected before the next crop of corn or graduates is harvested.

"He has finished the study of botany, but he cannot tell 'a red oak from a white oak,' 'a hard maple from a soft maple,' 'a hickory from a birchnut,' 'a black walnut from a butternut,' 'a bass-wood from an ash,' unless he learned it at home on the farm. The pupil has completed the study, but his attention has never been directed to the different species of weeds in the garden, or to the different kinds of grasses that are used for forage. He cannot tell a red clover leaf from a white clover leaf if they are alike in respect to size, nor does he know whether red clover is a biennial or a perennial."

"Cannot tell a red oak from a white oak;" nor a red-headed girl from a black-haired girl; nor a blonde from a brunette; nor a Saratoga wave from a forehead with hair that is banged. Such ignorance is lamentable; but we can imagine a medical college graduate who would not know the taste of castor oil from that of cod-liver oil—never having had occasion to take either in doses; and yet there might be the makings of a pretty fair doctor in him. The act of ignorance is not inability to distinguish between B and a bull's foot, and one is not expected to know beans till the bag is untied. If the high school does up a neat little bag full of educational beans for a young man, it will not take him long to gain the practical knowledge, whether it be professional or agricultural, that will distinguish and utilize them.

"Professional men" have, for the most part, arranged our textbooks and our courses of study, and it is by no means surprising that we find therein just those branches and methods which are best calculated to fit the student for professional life. What will modern high school education do for the farmer? I repeat, it will make a 'professional man' of him; and the figures are not wanting to prove this assertion. Of the twelve and one-half million of people in the United States engaged in gainful and reputable occupations, not far from 3 per cent are engaged in professional services. Perhaps it is safe to say that the law, the physicians, the teachers, the clergymen, the journalists, the artists, and the land surveyors, constitute something less than 3 per cent of those whose vocations are remunerative and reputable. Nearly 50 per cent are engaged in agriculture, while the combined industries give employment to upwards of 80 per cent of all those who, by their own labor, either mental or physical, add to the wealth and prosperity of this great republic.

"Now, if it be true, as is claimed by many, that the course of study in our high schools is equally well adapted to the needs of the farmer, the mechanic, or the lawyer."

Another school, which, in point of popularity, has no superior, boasts of 29 male graduates; of this number three are farmers, and one is a mechanic. Of the male graduates of either of these schools, not 14 per cent become handicraftsmen.

"Send a young man into one of these schools in order to make an intelligent farmer of him, and before the course is half completed he will tell you he wishes to study law."

"The tendency of our high school system is away from the farm, away from the workshop, and towards the pulpit and the bar."

And what of all that? Have not little farms been well tilled and little wives been well willed for all that? Why is the South in such a desperate strait for hands now and in danger of being in greater straits? Because that section is deficient in hogs? Or because that section is deficient in high schools? Answer that question, Prof. Hall! Take care of the high schools and the hogs will take care of themselves. There is room enough for the hogs. There is room enough for the high schools. We shall never disturb Prof. Hall in his fostering care of hogs, but let him beware how he disturbs our high schools. To his "cave porcum," we defiantly reply, Prof. Hall, "Cave canem!"

**THE LIBRARY.**

**NEW BOOKS RECEIVED.**


By the use of such text-books as this the public schools may partly silence the criticism that they do not educate boys and girls to be citizens. There is no science more "practical" than this of Political Economy, none which is so intimately connected with the highest interests and daily affairs of society and business. Let it be taught systematically and thoroughly to our boys and girls. Let them know—what President Chapin here tells them, the nature and value of money, banks, and exchange. The chapter on Banks and Paper money is particularly valuable and instructive to young people. (Probably it would not add to the number of "Greenback" votes at the next election, but the country would still be safe.)

The work is an impartial one in the main, the theories and
views of all parties being concisely stated, and sometimes the au-
thor's modestly added without argument. The last chapter, how-
ever, may be an exception to this statement. In the discussion
of International Trade he presents quite positively his own views
and arguments as favoring "free trade,"—not a very heinous of-
fense for a western man.

Graded Problems in Arithmetic and Mensuration. By S. Macnich, A.M.,
Professor of Higher Arithmetic and Mensuration in the Central High
A work like this has been and still is in great and increasing
demand. It is wanted not only by the teacher as an aid in class
work.

Besides the Problems there are Questions on Arithmetic and
Mensuration, a collection of Arithmetical Rules, Tables of
Weights and Measures, and Answers to the

The price of the book was not furnished us by the publishers.
It will probably be mailed for one dollar.

Scrap-book Recitation Series, No. 1. A Miscellaneous Collection of Prose
and Poetry for Recitation and Reading, designed for Schools, Home, and
Cloth, 50 cents; paper, 25 cents.

Mr. Soper has made a good collection of the latest and some
of the best poems and speeches which are to be found in the
newspapers. He has chosen mostly those with a vein of mirth-
fulness in them, as they are most sought after by the boy who has
a "piece to speak." The collection contains newspaper clippings
made up to the date of publication—only a few months ago.

This book will be found to answer its purpose well, and we
bespeak for it a good sale.

A Brief History of Roman Literature, for Schools and Colleges. Translated
and edited from the German of Herman Bender by E. P. Crowell and H.
B. Richardson, Professors of Latin in Amherst College. Boston: Ginn &
Heath. 1880. pp 152.

This little volume meets a real want in our preparatory schools.
It is so admirably condensed, so abundant in references, and so
attractive in style that the student will read it almost like a con-
tinued story; and, while hastily glancing at only the most promi-
inent authors and works, will get a correct and definite idea of
Roman literature as a whole.

A most excellent part of the translator's work is the Analysis
given at the opening. The charts at the close of the book also
present a clear and comprehensive survey of the whole subject.

Wherever the study of Roman literature is systematically pur-
sued this book will find a place, in the hands of both teachers
and pupils.

An Elementary Geometry. By William B. Bradbury, A. M. Boston: Thomp-
son, Brown & Co., Chicago: Thou. H. Bush, Agent, 70 Metropolitan
Block. pp 110. Price for introduction 60 cents; by mail for examina-
tion 40 cents.

This work on Geometry is remarkable for its brevity. All that
is usually found in text-books on geometry, except a few propo-
sitions on the sphere, is given here in a compass of 110 pages.
And there is, besides, considerable matter that cannot be found in
other school editions of geometry. This conciseness is ob-
tained by leaving out such propositions as are not needed in the
proof of subsequent propositions, and by giving short definitions,
and using the language of algebra, so far as it will apply in such
a work.

The propositions themselves cover only 70 pages, yet they are

clearly demonstrated. At the end of each book there are practi-
cal questions and examples, amounting in the aggregate to 76.
And following these, there are theorems for original demonstra-
tion, and problems in construction, to the number of 170. These
valuable features, together with the problems of construction in
Book 6, are not usually given in other text-books on geometry.
The method of finding the value of $, given in Book 3, is remark-
able for its elegance and simplicity. Take it all through, it is a
book that we can heartily recommend to students in geometry.

Swinton's Word Primer, Swinton's Word Book, Swinton's Word Analysis.

These three books constitute one of the best of the graded
courses in language. The Word Primer comprises the work
of the first school year in spelling, with language lessons, script
exercises for written spelling, monthly reviews, and finally a yearly
review. The Word Book, the second of the series, is emphati-

The third volume, the Word Analysis, is grammar on the new
plan. The exercises in etymology, derivations, and definitions
are in Swinton's best topical style. The books are well bound.
Is attempting to teach language without technical grammar a
failure?

LITERARY NOTES.

-The Legislature of Wisconsin (vote of 95 to 1 in the House) have just
passed an Act directing the State Superintendent to purchase 600 Webster's
Unabridged Dictionaries to supply that number of its public schools, the
other districts being already supplied under previous legislation.

-The Practical American is the name of a new journal owned and edited
by P. H. Vander Weyde, M. D., New York. It is an "independent monthly,
especially devoted to manufacturing and building." Dr. Vander Weyde was
for eleven years editor of the Manufacturer and Builder, and has a valuable
experience in preparing such a paper, which he thoroughly demonstrates in
the number of his new journal which has come to hand. Subscription price,
$1.50.

-Lovers of fine art, particularly as displayed in American publications,
will appreciate and prize the late publication of Means, D. Lothrop & Co.
entitled America. It consists of a sketch of the life of the author, Rev. Dr. S. F.
Smith, richly illustrated with autograph copy of the poem, and several full-
page (quarto) engravings, illustrative of the sentiment of each stanza. The
work would make a most appropriate gift, and adorn the table of any library
or parlor.

-One of the best of late publications on elocution for practical use is Pro-
fessor Benjamin W. Atwell's Principles of Elocution and Vocal Culture,
published by N. Bangs Williams & Co., Providence, R. I. It contains the
author's rules for correct reading and speaking, directions for improving and
strengthening the voice, and also a variety of exercises and selections for
practice. "The directions for training and developing the vocal organs are
explicit, and the selections for elocutionary practice varied, and from the best
authors."

REPORTS AND PAMPHLETS RECEIVED.

Regulations and Courses of Study of the Public Schools of McGregor, Iowa,
as revised December 27, 1879. J. J. Magee, Superintendent.
Excerpts from the Annual report to the Board of Health of New Orleans
for 1879. By Joseph Holt, M. D. Topography of the First Municipal Dis-
Catalog of the Springfield School of Elocution and Oratory for 1880.
Springfield, Illinois. J. C. Feithans, Principal.
103 Fifth Avenue, New York.
The Life and Public Services of John Sherman. By Benjamin Perley
Poore. Published by the Sherman Club of Cincinnati, 1880.
Annual Report of the School Committee of the City of New Bedford, together with the Superintendent's Annual Report, for the year 1879. Henry F. Harrington, Superintendent of Schools.

Proceedings of the Clearfield County Teachers' Institute, Session of 1879. M. L. McCouwen, County Superintendent.

**THE MAGAZINES.**

_Some of the Best Articles._

_Fortnightly Review, February._


_Empire and Humanity._ By Frederick Harrison. Good Company. No. VI.

_Victor Hugo._ By George M. Towle. _Nineteenth Century, February._


_North American Review, March._

The Third Term: Reasons against it. By Judge J. S. Black; Reasons for it. By W. E. Stoughton.

_The Communism of a Discriminating Income-Tax._ By D. A. Wells.


**EXAMINATIONS.**

Every College student is interested in them, and in what eminent and scholarly men say of them. Max Muller on "Freedom," in the _Contemporary Review_, sets down the English Universities as having "too little of academic freedom," the German as having too much. The increase of intellectual uniformity in England is charged to examinations, which leads him to defend them—with qualifications. He says:

"All examinations are a means to ascertain how pupils have been taught; they ought never to be allowed to become the end for which pupils are taught. Teaching with a view to examinations lowers the teacher in the eyes of his pupils; learning with a view to examinations is apt to produce shallowness and dishonesty. Whether attractions learning possess in itself, and whatever efforts were formerly made by boys at school from a sense of duty, all this is lost if they once imagine that the highest object of all learning is gaining marks in examinations.

"In order to maintain the proper relation between teacher and pupil, all pupils should be made to look to their teachers as their natural examiners and fairest judges," [in English examiners are another set of employed persons,] and therefore in every examination the report of the teacher ought to carry the greatest weight. To leave examinations entirely to strangers reduces them to the level of lotteries, and fosters a system of honest teachers and taught find out what a teacher is doing, but can hardly ever find out all he knows; and even if he succeeds in finding out how much a candidate knows, he can never find out how he knows it.

"The proper reward for a good examination should be honor, not pounds, shillings, and pence. The mischief done by pecuniary rewards at school and University, begins to be recognized very widely. Every University, in order to maintain its position, has a perfect right to demand two examinations, but no more: one for admission, the other for a degree. If a University surrenders the right of examining those who wish to be admitted, the tutors will often have to do the work of schoolmasters, and the professors can never know how high or how low they should aim in their public lectures. Besides this, it is almost inevitable, if the University surrenders the right of a matriculation examination, that they should lower, not only their own standard, but likewise the standard of public schools."

We should not agree with the Anglo-German professor, as to the time and number of examinations, but as to the principle of the thing, thorough teachers will agree with him. As long as sailors test hull and rigging every little while to see if all is right, and railroad men tap the boxes of car wheels at every station to make sure that all is safe, it will never seem the thing for instructors or pupils to go on long without testing the work done. It is not safe for either party. It is not workmanlike.

G. F. M.

**CURRENT SCIENCE NOTES.**

- Prof. C. A. Young, of Princeton, says that owing to the retarding influence of the tides on the earth's rotation, the length of the day is increasing.

- Owls are of immense service as vermin destroyers. An English gamekeeper found an owl's nest with one young bird in it. He visited it for 30 consecutive mornings, and in that time removed from it 105 rats, 49 mice, 11 shrew-mice, two robins, and one sparrow.

- The central system is the adoption of the 100 pounds as the standard in buying and selling produce by weight. The advantages of the reform are obvious. It effects a correspondence between our measurements and our currency. It substitutes an unvarying and simple standard for the arbitrary and unscientific bushel, which varies in different grains, and varies on the same grain in different states, so as to cause frequent inconveniences in trade. It is the standard already adopted by the railroads and canals. It is also the standard now in use in Liverpool, our chief grain customer.

- Prof. Klebs, of Prague, and Prof. Tomassi, of Rome, have been examining, during the past year into the physical poison which produces marsh fever. They examined the lower strata of the atmosphere of the Roman Campagna and its soil. In both they discovered a microscopic fungus, consisting of movable shining spores of a long oval shape. With these spores animals were artificially infected with intermittent fever of the true marsh type and they showed precisely the same enlargement of the spleen as human beings who have caught the fever in the ordinary way. Tomassi and Klebs have given the fungus the name of _Bacillus Malaria_, as it grows into the shape of small seeds.

- A peculiar feature of the Ruby Hill mines, Nevada, is the fact that the temperature decreases instead of increases as depth is attained, generally falling below that of the surface during the summer months. A visitor, unless exercising briskly, will at all times experience a chilly sensation. This obtains to the very lowest workings, over 1,000 feet, and is attributed to the numerous caves and openings throughout the vein matter, and through which the air communicates freely. Another curious circumstance is noted. During the summer months, and while the warm weather prevails, there is a downcast through the Eureka Consolidated shaft, the current of air passing through the drifts and up the Richmond shaft, but the moment there is a marked change in the weather, and a cool temperature is introduced, there is a reversal of the air currents, the downcast being through the Richmond shaft and up the Consolidated.

- A machine that sews books perfectly and that is destined to revolutionize the binding business has been invented, it is claimed, by David McConnell Smyth of Hartford, Conn. The machine is about four feet high, three feet wide and two and a half feet deep, and looks like an ordinary sewing machine. On a single bar are arranged eight semi-circular needles, which enter with exactness and automatic regularity the incisions in the sheets, which are previously made in the common way. Passing ceaselessly in and out, these needles make a perfect lock-stitch, at the rate of from 25,000 to 30,000 signatures a day, whereas a girl who can sew 2,500 signatures per day by hand is considered an expert. A corporation composed of well-known business men has been formed at Hartford with a capital of $300,000 for the manufacture of these machines.

- The idea of making a train lay down and take up its own rails as it moves along is not a new one, but an interesting realization of it is now to be witnessed in the Jardin des Tuileries, Paris. From the mechanical point of view, one is struck with the smallness of the force required to move a train thus arranged. In the Jardin des Tuileries the train consists of three carriages, capable of containing in all thirty children, and often full. These are drawn by two goats which work thus for seven hours. The total load is about 1,000 kilograms. To draw a live weight in three carriages on ordinary roads would require a dozen goats, four for each vehicle. The normal speed is two and a half to four miles per hour. The system is, of course, not designed for passenger traffic, but for goods, and in many places, with bad roads or snow, might be very serviceable.
THE SCHOOL-ROOM.

SOME MISTAKES.

BY MISS IRENE HARDY.

I WRITE these things, not out of a spirit of ill-natured criticism, or self-sufficiency, but for the chance that there may be in them hints to help beginners and others who wish every year to grow beyond the mistakes they are making. In visiting schools, in teaching, and at Teachers’ Institutes I have gained as much from negative hints, as from actual good things presented. I have frequently corrected mistakes of my own, of which I was not conscious until I saw them made by others; I have sat in school rooms, looking at other teachers, and mentally said, “There! I will never do that again in my school. I will never say that to any child again.” And I was not ungrateful for the opportunity of learning so, although my own conceit may have been disturbed.

Further, the instances mentioned are either too far away in time or distance, or both, to point out any definite person, and therefore cannot hurt any, though they may touch some. I have seen a teacher with a stick in her hand, a bell on her desk, beating on the desk with the stick, or ringing the bell every few minutes, and accompanying the noise with, “Now, children, pay attention, (rap, rap, rap,) a noun, George, is a—(rap, rap,) what did you say a noun is? Now the class isn’t paying attention, (rap, rap, rap,) I will have to give you some marks,” etc. The same teacher wondered why her class was so noisy and inattentive.

I have heard various primary teachers say in the presence of their pupils, “I seen him,” (this repeatedly,) “You done it,” “I have saw,” “I haint got none,” “Your hair is nice,” “I’ll learn you better,” “Shut up,” “He haint here,” “You be,” “You’ll never be any account,” “I’ll cane you, good,” “You are mistaken, if you think so.” Then these teachers wondered at the bad English, manners, or morals of their pupils. If I had been a patron of such schools I should have asked for a re-adjustment of—say, environment.

I once saw a teacher report a boy for sulkiness and disobedience; she, herself, was cross and ugly at the time. She said the boy needed a whipping. I thought—what would you think? I have seen a teacher walking up and down between the rows of pupils in her room, all day long, like a keeper in a menagerie; by this means she had a good degree of order; but I saw that she taught mechanically, with her eyes now here, now there; her attention divided into forty-seven ways, because she had brought it about that no child could be trusted for a minute; there was no interest, no enthusiasm in anything; the laws of force and routine governed all, the influence of the spy prevailed. “Why do you stand all the time? You look tired and jaded.” “O, I don’t dare to sit down, they would be in an uproar in a minute. I always stand during school hours.”

I saw that she was ignorantly destroying her own health, and using what strength she had fruitlessly—an expensive outlay and no return in good results to those for whose training she was paid; she was using her strength in repressing the energies which she should have directed; she had little left for anything else. Any woman who knows no better than to throw away her power in mere standing and perambulating is to be pitied; it is an uncalled-for and wicked waste.

I have heard of another teacher, who, like the one last men-
tioned, stood or walked continuously; during a grammar recita-
tion, she walked through the aisles, book in hand, and as she came by each pupil, called out in a loud tone at the same time stop-
ning over the desk and gesticulating, “What’s a noun? What’s a verb?” and so on. If she had known how she was throwing away her working capital, perhaps she would have cultivated a serener manner. I have seen good teachers who stood constantly, but they did not live long; on the other hand, I have seen very poor teachers who sat all the time, and I know no good teacher who sits during all of school hours. But if I ever employ teach-
ers in a school of my own, I will never hire man or woman who can control a class only when they are standing up. If the teacher is a good one, I want her to last as long as possible, and do the sort of work I want done—not standing and not walking; a stick or a machine can do that.

I have seen, year in and year out,—(I have been one of them myself, in years gone by,) teachers exhausted daily by their work; generally, too, they carried home two bundles in the evening, one of papers to be corrected after dinner, and a half hour’s rest, by sitting up late; the other, a bundle of worries about unmanageable pupils; the latter bundle kept sleep away another third of the night; after a few hours’ sleep, a mere pretense at break-
fast, the tired creature went back to her work—and how could she do it? I once knew a principal who reproved his assistants in the presence of their pupils, and at other times in the presence of the assembled teachers of the schools. And he actually complained because they did not manage their classes well! He had never listened to that eminent teacher of teachers who said: “Be the only recognized authority in your own school-room; the highest success is not possible any other way.”

I have seen a child forced to tiptoe in school until its gait was spoiled, and feet and legs permanently injured; I have seen a factory of round shoulders in many a school-house, in which it was the rule to fold the arms from five to eight times a day, for four or five minutes each time. I have seen a bright, handsome boy, afflicted with stammering, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because neither his parents nor his teacher knew enough to cure him; I have seen the same boy, taken by a teacher who did know, taught to breathe properly and fully, to a painful degree, far behind the boys of his own age in attainment, driven to tantrum and misery, because
THE HYGIENE OF THE SCHOOL-ROOM IN ITS RELATIONS TO SIGHT.

At a late meeting of the Société de Biologie (Gazette Hébdomadaire, Oct. 17, 1879) Dr. Javal, Director of the Laboratory of Ophthalmology at the Sorbonne, read an interesting paper on this subject, and summarized his views in the following conclusions:

1. It is proved that the causes of short-sightness are habitually a prolonged application of sight during childhood combined with insufficient light.

2. In our climate illumination by diffused light never attains, even in the open air, to an injurious intensity.

3. The belief that bilateral light is injurious to the preservation of sight does not rest on any theoretical basis.

4. According to most recent statistics there are schools in which, the light being bilateral, myopia is comparatively rare, and there exist others in which unilateral light is had under most favorable conditions, nevertheless myopia is as frequent as in the worst arranged schools. Experience is certainly not in favor of unilateral light.

5. Sufficient light by means of windows arranged on one side can only be obtained if the width of the room does not exceed the height of the lintels of the windows above the floor.

6. Light from behind, if it comes from above, may be usefully combined with lateral light; the light from a glazed roof is excellent.

7. Bilateral light should be preferred on all accounts. In this system, the width of the school-room being for the same height of windows twice as great as in the case of unilateral light, the intensity of the light in the middle of the room, which is the least benefited portion, is double that obtained by the same distance from windows where unilateral light is used. However, the width of the school-room must never exceed double the height of the windows.

8. Great importance must be attached to placing the school toward the east, and the axis directed from north-north-east, to south-south-west; a deviation of more than forty degrees from the direction north-south should never be allowed except in exceptional climatic conditions.

9. The master should face the south.

10. It is absolutely indispensable to reserve on every side of the school-room a strip of inalienable ground, of which the width should be double the height of the loftiest building that could be erected; allowing for the progress of civilization which has multiplied high storied buildings to an extent hitherto unknown in the country. This last condition is the most important of all.

SIMPLE EXPERIMENTS ILLUSTRATING SOME POINTS IN REGARD TO CIRCULATION AND RESPIRATION.

II.

PROF. F. H. KING, River Falls, Wis.

A apparatus for demonstrating the function of the venous valves and how the intermittent action of the muscles aids in propelling the blood may be constructed easily. Two pieces of half-inch glass tubing three inches long; four half-inch corks, four pieces of one-eighth-inch glass tubing two inches long—goose quills will answer—and two pieces of one quarter inch soft rubber tubing four inches and twelve inches long, respectively, are the materials needed. Insert the small glass tubes through the corks, their ends slightly protruding. Cut two narrow straight strips of animal membrane half an inch long; place the center of one over the protruding end of one of the tubes, turning the ends back upon the cork, and insert the cork into a piece of the large tubing. Insert another cork, with its tube similarly closed, into one end of the other piece of large glass tubing. These are valves. Close the other ends of the valve-tubes with the remaining corks and connect the valve end of one and the opposite end of the other with the short rubber. Attach the long rubber to the free end of one of the valve tubes and fill the apparatus with a colored fluid by suction, connecting the free ends after the operation is completed. If an intermittent pressure is now applied to the rubber tubing a corresponding current will be established.

To demonstrate the effect of respiration upon the flow of blood in and adjacent to the thorax, a somewhat more complex piece of apparatus than the last is needed, but it may be easily and cheaply constructed. The piece that I use shows both the effect of respiration and muscular pressure upon the hepatic circulation, and the materials used in its constructions are: A one-inch glass tube a foot or more long; three valve tubes, constructed exactly as in the last apparatus, their length in this case being about two inches; seven short pieces of soft rubber tubing, three of them five inches, three two inches, and one a foot long; two large one inch corks into each of which are inserted two one-eighth-inch glass tubes protruding an inch from either end. In one of these corks should also be inserted a small tube bent to form a right angle. The large tube represents the thorax, two of the valve tubes the heart, the other the liver, and the bent tubes the trachea. To put the apparatus together, connect the outer ends of the straight tubes, in the cork bearing the bent tube, with a five-inch piece of rubber, and attach to the opposite end of one of these tubes a five-inch and to that of the other a two-inch piece. To the free end of the two-inch rubber attach the valve-end of one of the valve-tubes and to the end of the five-inch piece the opposite end of another valve tube. Connect the other five-inch rubber with the first valve-tube and a two-inch piece with the second. Now draw the two glass tubes from the other cork, connecting them with the last named rubbers, and lower the whole into the large glass tube, crowding the cork, to which they hang, air tight into the end of the tube. Slide the other cork upon its tube and insert it air-tight into the large tube. Holding the apparatus with the cork first set uppermost, attach the twelve inch rubber to the glass tube leading into the highest valve-tube and to the other glass tube fasten the two-inch rubber. When the valve-end of the remaining valve tube is connected with the short rubber, the apparatus may be filled with a colored liquid by suction; this done and the circuit closed, the apparatus is ready for operation.

To establish the flow, apply the mouth to the bent suction pipe and withdraw the air from the large tube, allowing it to rush in again as would occur in ordinary breathing. A repetition of this action will establish a feeble intermittent current. It is to be observed that we have here an artificial chest working synchronously with a real one, the same muscles acting both. If now the rubber tube is grasped with one hand and compressed at the instant of inspiration—the time when the liver is crowded down by the diaphragm—the flow will be hastened. But it will be observed, that under these favorable conditions, the most vigorous effort is able to establish but a feeble vacillating current; thus demonstrating that, after all that marvelous forcing pump
empties and fills itself at the selfsame stroke and that respiration is, in the main, but an interfering force, sometimes accelerating, sometimes retarding the flow.

The student cannot afford to leave the study of the circulatory organs until he has seen a living heart; the blood course through its channels, for a five minute exposure of the mind, sensitized with previous study, to these processes can hardly fail to fix impressions that shall forever anchor in its true relations whatever allied knowledge the mind may have or acquire. A frog laid upon its back with the viscera carefully exposed through a longitudinal slit in the ventral surface shows the beating of the heart distinctly for a long time, and an uninjured frog snugly wrapped in a wet handkerchief with its hind legs protruding and the web of one foot spread upon a slide under a microscope of moderate power exhibits the circulation with much distinctness.

THE STATES.

ILLINOIS.—Elin Graham, of Oneida, has been making many friends in his new position. He received a very neat present on the evening of the 15th of February, which is all the more significant as a testimonial because it did not come at Christmas or any other time when gift-making is a matter of course.

A son of Hon. Jas. H. Beveridge, Sandwich, was struck with a ball bat while playing at school recently and his life was despaired of for a time. This is one of numerous serious accidents that have recently come to our notice from school play grounds. Can not somebody invent a play that will combine interest and exercise with safety?

The Winnebago National Bank of Rockford offers to the Educational Department of Winnebago Co. Fair two of Montefich's pictorial charts of Geography, valued at $10 each, one to be given to the village graded school of Winnebago county, sending to the fair held in Rockford, Sept. 17-18, 1850, the best general exhibit of primary work; the other to any city public school, not confined to the county or state, sending the best general exhibit from a primary department; the pupils to be under eight and one-half years of age.

The Agricultural Society offers the following premiums for which competition is open to any public school, not confined to the county or state. Best exhibit in Virgil, $5.00; Literature, $5.00; Geometry, $5.00; B story, $5.00. The above is not a complete list of premiums, but all for which schools out of the county are invited to compete. Mrs. Carpenter has $5.00 in prizes for her own village and country schools, in addition to the above.

Normalites remember Harvey Wilke who attended the University High School from the Soldier's Orphans' Home. After making a good record at the Annapolis Naval Academy, he was sent as a midshipman on the steamer "March 29, under direction of County Superintendent D. H. Morgan. The public school attendance in Milwaukee has increased 2,871 during the past year.

The February meeting of the Oshkosh Normal School occurred at the Models of Winnebago Co. Fair, May 3, and was under the direction of Professor King and Wooster. The Board of Normal Regents have decided to open a kindergarten this spring in connection with the Oshkosh school. It will be connected with the model schools of the state, and thus afford an opportunity for the training of normal students in the kindergartens in the state.

Prof. James McAllister lectured on Venice before the Milwaukee College recently. If you want to be delighted get him to talk about any of those old Italian art-centers. The farther we get away from that lecture of his on etching and engraving before the Teachers' Association during the Holidays, the more wonderful it seems. We doubt any man in the West is his equal in his line.

The Milwaukee Sentinel says: The newly elected Board of Trustees of the Milwaukee College held their annual meeting yesterday afternoon, and elected the following officers to serve for the coming year: President, M. P. Jewett; LL.D.; Vice-President, Wm. P. McLaren; Secretary, Wm. W. Wright; Treasurer, John Johnson; Executive Committee, M. P. Jewett, Wm. P. McLaren, Mrs. T. A. Greene. The President of the College Faculty, Prof. C. S. Farrar, then submitted his annual report, showing the institution to be in a very flourishing condition, out of debt, with a large attendance of scholars, good equipment of apparatus, etc. From the report is first taken the attendance for the year: First quarter, 176; second quarter, 170; third quarter, 176; whole number of names on the roll, 300; average for the three quarters, 174; whole number of boarding students, 22; average number, 18. The permanent improvements consist in the new additional building, 78x24 feet, two stories and basement—$2,378.64; astronomical observatory, raised to the height of the new building $114, making a total of $2,492.64.

We have not seen a copy of the bill and do not clearly understand its provisions, but at present we fail to see any need of special legislation in favor of Milwaukee. The matter of locating state normal schools has heretofore been left with the Board of Regents, and if they were competent to decide whether a school should be established at Oshkosh or River Falls, why can they not decide the question in reference to Milwaukee? If the Legislature is to act in this case, then let it act in every case.—Brookfield Independent.

Prof. W. J. Brier opened his night school for instruction in penmanship and arithmetic on Monday evening. His class numbers over sixty and is only limited by the capacity of the high school room, he having applications beyond the accommodations thus afforded. The term will consist of twelve evenings of instruction. Those of our people who are fortunate enough to be members of the class, will be greatly benefited, as none are better competent for instruction in the work undertaken than Prof. Brier.—Plymouth Reporter.

A Teacher's Institute of four weeks duration will commence in Albany, Green county, March 29, under direction of County Superintendent D. H. Morgan.
small indeed. This is certainly an encouraging sign, and the more universal the custom of taking papers and periodicals of various kinds becomes and farmers make an effort to introduce a little more of the outside world into farm life, the less anxious will be the sons as they grow up to leave and engage in other work.

**Gate City:** It has been the practice in the public school recently for the teachers to ask each pupil in the morning if any one in his or her family was sick. The question was put to a precocious lad yesterday, and his response was: "Yes'm, mother is; she has a little baby, but it isn't catchin'."

*Newspaper:* The Clarinda Herald gives a sketch of the lives of the lady school teachers of that vicinity, and with a delicacy and thoughtfulness, rare in this rough, old world, doesn't give the birthday of a single one of the lot or married one, either.

**Michigan.**—The Arithmetic some time ago announced as in preparation by Professor Bellows, of the Normal School, has just made its appearance. A notice of its merits will appear in the Weekly soon.

The Chelsea union school, on Friday, the 27th ult., observed the 73d birthday of the poet Longfellow in the following manner: A biography of the Poet, a review of Evangeline, recitations and readings of the Poet's favorite poems. Prof. Richards deems such an exercise most profitable, and is looking forward to the time when by similar exercises, he may be able to fix in the minds of the young people the names and history of many of our great men in American literature and history. If some of our principals of graded schools would imitate Prof. Richards' example, it would prove a greater blessing to the young people under their charge, than many branches which so largely make up the curriculum of school work. We feel like saying a Methodist aman to Bro. Richards' good work, and promise to offer a prayer for the success of the seed sown.

Sparta Township, Kent Co., has organized a Township Teachers' Association, with J. H. Maynard, township Superintendent, President. They hold a meeting once in four weeks, and are trying to bring all teachers in the township up to a higher standard of excellence. Bro. Maynard is a royal man, and has hold of the right end of the lever. And we are sure he will wield an influence to some purpose.

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The people of Bronson are trying to claw away, and let their school interests go backward, by transforming their union school into a common school.

The Saginaw Herald thinks it time to drop the University scandal, and every true man and woman ought to say amen. It is too bad that all Michigan must have this nauseating dose thrust under their gaze morning, noon, and night. Let it be buried a hundred fathoms deep, where Gabriel's horn will never resurrect it.

The Marshall school board have accepted Prof. French's resignation, who goes to Kalamazoo, and employed Prof. A. G. Gunnar, of Hudson, as his successor.

A young miss in Lee, Calhoun Co., sued the school board on account of being expelled from school, and recovered six cents damage.

Supt. D. Yatera is going to give a musical entertainment in St. Johns, the proceeds to go towards the purchasing of a piano for the high school. The entire village is to be canvassed by members of the school for the sale of tickets, and the entertainment held at the Opera house. We wish you abundant success, brother Y.

The teachers of Oceana county have a live association.

Reese, Tuscola county, is about to have a new school-house at a cost of $2,000.

The Ypsilanti School Board has closed a contract with the Howard Watch, and Clock Company, of Boston, for a clock and bell for the Union School tower.

The prevalence of diphtheria at Sheridan has necessitated the closing of the public schools.

Some of the schools in Marengo, Calhoun county, have been closed on account of scarlet fever.

Gladwin county has eleven organized school districts, eight of which have maintained school during this winter.

W. C. Moreland, a graduate of schools in Lexington township, Sanilac county, says: "One thing creditable can be said of pupils in schools in Lexington—they don't run out at passengers and make gramiaces at them; neither do they make practice of frightening horses by whooping like a pack of Utes when persons drive by the school houses, as school boys do in some parts of the country."

Ohio.—The pioneer of the Cincinnati Free Kindergartens was opened hopefully on the 1st inst., with Miss S. A. Shaw, late of the St. Louis kindergartens, in charge as Principal, and Misses Ada Wilder, Ella Cox, and Alice Warner, of Cincinnati, assistants. It is the intention of the ladies managing the enterprise to establish similar schools in other parts of the city, if the use of suitable rooms is volunteered. A piano has been presented to the first one by Benn. Pittmann, the well-known ukelele.
THE PRESS.

Boards of education in large cities should be elective. The people may make blunders, but they are quick in detecting and remedying them. An annual election would prevent the perpetuity of a ring.—Prairie Farmer.

WHAT IS THE TRUE REASON?

There are plenty of teachers who excuse themselves from taking a paper on the ground that it doesn't suit them. The reason is that they are too stingy or lack in practical character,—probably both. There is not an educational paper published but is beyond these men, some are very far beyond them. There are a dozen educational journals in this country that the best teachers have a right to be proud of.—N. Y. School Journal.

THE NEWSPAPER IN SCHOOL.

Every editor is a teacher, a teacher of men as well as of children. The newspaper is the freshest of books. It is the latest history, the newest science treatise, the current political economy, the manual of the arts, the text-book of a living philosophy. That school-room, other things being equal, will be brightest, freshest, and most productive in practical learning into which the newspaper penetrates.—Prof. J. M. Gregory.

WOMEN AS SCHOOL OFFICERS.

A bill has been introduced in the New York Legislature declaring the eligibility of women to serve as school officers on boards of education, etc. If we had a few level-headed women in the Chicago school board it would be a blessing to the entire community. Some of the recent acts of the Board of Education would seem to indicate the need of a new element. A man can be a first-class ward politician without any eminent fitness to direct and oversee this most important department.—Inter Ocean.

HOW TO HASTEN THE SPELLING REFORM.

A writer in the Literary World has devised a way to hasten the progress of the spelling reform, which is to have telegraph companies charge by the letter instead of by the word. That, he thinks, would induce people to write phonetically so as to use as few letters as possible. This would leave but one thing to be desired, and that is some way of compelling everybody to pronounce words alike, so as to have some sort of uniformity in the new system. In practice it has not been found convenient for each man to spell according to the dictates of his own conscience. On the other hand, something like common consent has been sought after as to the way in which each particular word should be spelled, even if that way has been somewhat arbitrary and unreasonable.—Inter Ocean.

A NATIONAL EDUCATIONAL FUND.

The bill pending at the last session of Congress to establish a National Educational Fund has been reported upon by the Committee on Education and Labor, and is now before the United States Senate. It provides that the net proceeds of the sales of public lands and the net proceeds of patents shall be forever consecrated and set apart for the education of the people; for the first ten years to be appropriated according to the illiteracy of the population of the several states and territories. The proceeds are to be invested in United States bonds; the interest only to be paid in the states. The addition of the net proceeds from the Patent Office has been made because the amount desired from the sale of public lands has been reduced in recent years to so small a figure. The only fault we have to find with this measure is that it does not go far enough. The United States could well afford to make an appropriation of a million dollars a year for the next five or ten years to be expended in those portions of the Union which are ill equipped with school systems and which have not the means to establish them; and whatever may be said by party journals by way of throwing obloquy upon the South, the truth is that one of the chief reasons why the Southern States are so illy equipped with educational establishments is their poverty.—Christian Union.
THE HOME.

BABY HAS GONE TO SCHOOL.

The baby has gone to school; ah, me!
What will the mother do,
With never a call to button or pin,
Or tie a little shoe?
How can she keep herself busy all day,
With the little "hindering thing" away?
Another basket to fill with lunch,
Another "good-bye" to say,
And the mother stands at the door to see
Her baby march away;
And turns with a sigh that is half relief,
And half a something akin to grief.
She thinks of a possible brighter mom,
When the children, one by one,
Will go from their home out in the world,
To battle with life alone,
And not even the baby be left to cheer
The desolate home of that future year.
She picks up garments here and there,
Thrown down in careless haste,
And tries to think how it would seem
If nothing were displaced.
If the house were always as still as this,
How could she bear the loneliness?
—Selected.

THE ENGLISH LANGUAGE.

A pretty deer is dear to me,
A hare with downy hair,
I love a hart with all my heart,
But barely bear a bear.
Fix plain that no one takes a plane
To have a pair of pears.
A rake, though, often takes a rake
To tear away the stites.
All says rake rhyme, time rases all;
And through the whole, hole wears,
A writ in writing "right," may write
It "wright!" and still be wrong.
For "write" and "rite" are neither "right,"
And don't to write belong.
Beer often brings a bier to man,
Coughing a coffin brings,
And too much ale will make us all
As well as other things.
The person lies who says he lies
When he is but reclining,
And when consumptive folks decline,
They all decline declining.
A quail don't quail before a storm;
A bough will bow before it.
We cannot rein the rain at all;
It's meet that man should mete out meat
As on of Mars mars many a sun;
And every knight should pray each night
To him who weighs his ways.
'Tis meet that man should meete out meat
To feed misfortune's son;
The fair should fare on love alone,
Else one cannot be won.
A las! alas! is something false;
Of faults a maid is made;
Her waist is but a barren waste—
Though stayed, she is not stale,
The springs spring forth in spring, and shoots
Shoot forward one and all;
Though summer kills the flowers, it leaves
The leaves to fall in fall.
I would a story here commence,
But you might find it stale;
So let's suppose that we have reached
The tail end of our tale.

MYSTERY OF THE LAKES.

There is a mystery about the American lakes. Lake Erie is only sixty to seventy feet deep, but Lake Ontario is five hundred and ninety-two feet deep, two hundred and thirty feet below the tide-level of the ocean, or as low as most parts of the Gulf of St. Lawrence; and the bottoms of Lake Huron, Michigan, and Superior, although the surface is much higher, are all from their vast depths on a level with the bottom of Ontario. Now, as the discharge through the river Detroit, after allowing for the probable portion carried off by evaporation, does not appear by any means equal to the quantity of water which the three upper lakes receive, it has been conjectured that a subterranean river may run from Lake Superior, by the Huron, to Lake Ontario. This conjecture is not impossible, and accounts for the singular fact that salmon and herring are caught in all the lakes communicating with the St. Lawrence, but no others. As the Falls of Niagara must have always existed, it would puzzle the naturalist to say how these fish got into the upper lakes without some subterranean river; moreover, any periodical obstruction of the river would furnish a not improbable solution of the mysterious flux and influx of the lakes.—Buffalo Commercial.

THE FAMILY LIBRARY.

Make a family library. The home ought no more to be without a library than without a dining room and kitchen. If you have but one room, and it is lighted by the great wood fire in the flaming fireplace, as Abraham Lincoln’s was, do as Abraham Lincoln did: pick out one corner of your fireplace for a library, and use it. Every man ought to provide for the brain as well as for the stomach.

This does not require capital; there are now cheap editions of the best books; it only requires time and forecast. The best libraries are not made; they grow.

In forming a library, if your means are small, do not buy what you can beg or borrow. Depend, as Joseph Cook does, as many of the greatest authors have done, on public libraries—the District Library, the Lyceum, the Book Club, the Circulating Library. [This is heresy.—Eds. WEEKLY.]

At first buy only books that you want immediately to read. Do not be deluded into buying books because they are classics, or cheap, or that you may get rid of an agent. One book read is worth a dozen books looked at. No book is possessed till it is read.

Reference books constitute an exception, and an important exception, to this rule. These are the foundations of a good library. The essential reference books are Webster’s Dictionary—for the family use Webster is incomparably the best—a good Atlas and an Encyclopedia. Any school Atlas will do (and a second-hand one is better for almost nothing) though if you are able to purchase it, Zell’s Hand Atlas is much better. There is no best Encyclopædia; your choice must depend upon your resources, pecuniary and mental.

In purchasing books exercise a choice in editions. The lowest priced books are not always the cheapest. Buy books of transcendent interest or minor importance—all novels, for example, and current books of travel—in cheap forms. The best novels can be had in prices ranging from ten to fifteen cents each; a binder, at the cost of a dollar, will enable you to bind together all of a size, and make a volume out of what would otherwise become, when read, only material for the waste-basket. On the other hand, histories, classics of all sorts, and generally all permanent
books, should be bought in good binding and good type. It takes well-seasoned lumber to make a good family library.

Have a place for your library. Respectable hanging-shelves can be bought in our cities and towns for a dollar and upward. A dollar spent in pine lumber, and a little mechanical skill, will make a larger and better one. Varnished pine is handsome enough for any parlor. A place for books will cry to be filled till it gets its prayer answered. Book-shelves preserve books. One shelf of books gathered together is a better library than twice the number scattered from attic to cellar.—Christian Union.

THE WORLD

—Philadelphia is talking of electing a superintendent of public schools.

—New York State says that women there may vote for and act as school trustees.

—Mr. Wm. H. Vanderbilt has given $25,000 for the benefit of Lincoln University.

—Wm. S. Obern and Wm. F. Hyett, of Richland township, Marion county, Ohio, announce that they have discovered perpetual motion! The truth of the discovery is vouched for by leading citizens.

—Mr. Obern expects to be successful by midsummer. Obern is a miller by trade, and Hyett is a mechanic. They have been working at the machine for some time. A model has been made and sent to Washington for a patent. Meanwhile the patentees keep watch under lock and key.—Miss Harriet Hosmer is also said to be still resolved to discover perpetual motion, and has taken workshops near Westminster to pursue her efforts. She expects to be successful by midsummer.

—Pernoni who forget or else do not consider it necessary to write the name of the state or town on their envelope; will do well to note carefully the following facts:—There are 18 Brooklyns; Baltimores, 5; Buffalo's, 16; Burlingtons, 17; Charleston's, 17; Chicago's, 4; Cincinnati's, 8; Cleveland's, 10; Columbus's, 19; Dayton's, 25; Detroit's, 25; Indianapolis's; 20; Indianapolis's, 2; Louisville's, 15; Lowell's, 15; Memphis's, 8; Milwaukee's, 3; Nashville's, 14; Omaha's, 5; Pittsburg's, 8; Philadelphia's; 7; Portlands, 14; Queens, 15; Richmonds, 22; Springsfields, 25; St. Joseph's, 15; St. Louis's, 4; St. Paul's, 12; Toledos, 7; Washington's, 30; Wilmington's, 13; and Williamsburgs, 28. There are eleven Boston's in the United States besides our own—one each in Texas, Georgia, Louisiana, Kansas, Kentucky, Missouri, Ohio, New York, Pennsylvania, Tennessee, and Virginia.—Boston Post.

OFFICIAL DEPARTMENT.

ILLINOIS-CIRCULAR No. 12.

NOTES ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION.
SPRINGFIELD, ILL., February 20, 1880.

To Trustees of Schools and Township Treasurers:

Since your official duties for the month of April are materially modified by the amendments to the school law in force since July 1, 1879, the following comments upon the law seem necessary, and I trust they will prove of service to you.

I. SECTION THIRTY-THREE.—Some important amendments have been made to the thirty-third section of the school law, relating to changes of district boundary:

First. Changes of district boundaries can only be made once a year, at the April meeting of the board of trustees. Once a year is certainly enough for changes to be made; and, if the result of this amendment to the law shall be to diminish the number of changes, owing to the diminished facility for making them, it will certainly so far be productive of good; for I cannot but think that it is well to put a check upon the disposition to break up long established districts for slight causes, and upon the growing tendency to make a multitude of small districts, in which there will be small schools, and upon which the school tax is likely to become such a burden that the terms of school will probably be cut down to a minimum, and that cheap rather than good teachers will be employed. The April meeting of the trustees was chosen rather than the October meeting, since the distribution of district funds, made necessary by the change of boundaries, at that time will not be complicated with the tax levy, and since the districts affected will have ample time to adjust themselves to the change and prepare for the schools of the next year.

Second. Under the second condition of this section, as it was before amendment, a new district could be formed out of territory lying part in one township and part in another, when a majority of the voters of each district concerned favored the change. But, except under the "five family clause," territory could not be detached from one district and added to another district in another township. Under this condition as amended such a change can be made, when the districts concerned favor the change, whatever the number of families in the territory involved.

Third. It has often happened that changes under the "five family clause" were prevented on account of the proviso, that no change should be made in case the district to which the territory belonged had a bonded debt. In many instances a small bonded debt has been kept upon districts for the sole purpose of preventing such a change; and several cases have come to my notice where districts, from which a few families were trying to be set off, have borrowed a small amount to take advantage of the law and obstruct the change. Such sharp practice is impossible now; for the change is allowed, even though there be a debt; and equitable provision is made for the payment of the debt.

Fourth. The trustees are given discretion to grant or refuse any petition for a change of district boundaries. Perhaps I should say here, since the question has been often asked, that their discretion only extends to granting or refusing the petition before them. They have no authority to modify it in any way.

Fifth. Therefore only the petitioners, when their petition was refused, had a right of appeal to the county superintendent. Hence it sometimes happened, especially when changes were made under the "five family clause," that those opposed to the change had no chance for a hearing, even to the extent of refusing to sign a petition. Now those opposed to the change, as well as those in favor of it, have the right of appeal from the decision of the trustees to the county superintendent. The appeal must be taken within ten days; and the manner in which this must be done is carefully set forth in the law.

Sixth. The law provides for a division of assets, less liabilities. It sometimes happens, however, that there is a debt in excess of the assets; and for this state of affairs the law does not provide. But a fair inference from the law is that in such a case the debt must be distributed in the same way in which the assets are.

In this connection I may say that I have been asked a number of times whether the estimates made by the appraisers of property are subject to review by the trustees. I think they are not. Nothing but manifest error or fraud in the estimates would warrant the trustees in setting them aside. It is possible that the aid of the court might be invoked where a grievous wrong would be the result of carrying out the decision of the appraisers. But I think it is clearly the intention of the law that the appraisers shall be, to the extent of their duties, independent of the trustees, and that the trustees must accept the conclusions of the appraisers, unless they are based upon an error, or tainted with fraud.

Seventh. The action of the trustees, or of the county superintendent, in changing district lines may be brought into court for review. But the courts will not disturb any decision which they may have made in the case, unless it can be clearly shown that in the exercise of the discretion which the law has given them, the merits of the case have been grossly disregarded; or that they have failed to comply with the law, or have exceeded their power, in the discharge of their duties. Further, our Supreme Court has said in one case that they would not set aside nor even inquire into the action of the trustees, because proceedings for that purpose were not begun within a reasonable time, three years having elapsed before the suit was brought.

When a petition in proper form is presented to the trustees at their April meeting it must be considered by them. Courts will compel them by a writ of mandamus to do this if they do not do it voluntarily. But a petition must present a case for change coming within some one of the conditions of the section. It does not, it may be ignored (not refused) by the trustees.

It is important that all proceedings be regular; since irregular proceedings are likely to result in great confusion, and it may be, in vexatious law suits.

2. TREASURER'S BONDS.—Since treasurers are now to be appointed for two years instead of one, more importance attaches to their bonds. The form of the bond is given in the school law section fifty seven; and each board of trustees should see that the form of the bond given by its treasurer corresponds...
The Educational Weekly.

March 11, 1880

The written consent of parents that their children may be whipped. In the case of one school a printed blank is used for the parent to sign. Now a teacher is in loco parentis by the common law. In such case the power of punishing by proxy need not be either relegated or delegated. The fact that a parent wants the teacher to whip his child is the very reason why the teacher should not do it. The blank asking the parent, “Please, sir, may I whip your brat?” is the most ridiculous of all the “blankety blanks.”

Back to barbarism. The office acknowledges that the complaints of teachers’ thumping, pinching, slapping, punching, pushing, shaking, jerking, mauling, mashing, squeezing, slashing, whacking, pulling, cracking, are very numerous, late. The assistant superintendent pitifully begs the principals to make their teachers refrain from such practices. But what can they do? The principals get no intelligent or effective support from the office and cannot give any efficient support to their teachers; so the poor girls have to fall back on the means that God and nature provided them with, for the preservation of discipline. In the same connection the superintendent boasts of the small number of suspensions for misconduct, a state of things which was brought about by his predecessor without corporal punishment.

THE NORMAL QUESTION BOOK.

PREFACE.

A number of question-books have been prepared on the common-school branches, but as a learned educator expresses it, “none of them seem to be quite the thing!” or, in other words, there is in them a want of adaptation of the means to the end. The chief purpose of The Normal Question Book is that of preparing teachers for examination, by affording them a hand-book in the use of which they will be directed in the review of the branches in a natural and normal manner. The questions are so arranged as to bring out the vital and difficult points of each subject, and the answers are selected from various excellent and late authorities, with the name, page, and paragraph of the book from which the answer is taken, given in connection with it. Thus by the use of this book in a review, the student is introduced to the latest and best authorities on the several branches, and in tracing out the answers is led to an investigation and comparison of their merits. In this way he forms an acquaintance with a range of reference-books such as will be necessary to make him well informed and “up to the times” educationally. This independent comparison of authors is a great point in our normal methods of study, and it is this which makes our students independent of any books, having an opinion of their own, and able to cite authority, if their opinion be called in question. The questions and answers are by no means the all-important features of the book. The Appendix of Outlines on Map Drawing, Percentage, Infinities and Particles, Analysis in Grammar, Theory and Practice of Teaching, Topic Lists and Hints and Suggestions on various other subjects, such as the preparation of Manuscripts, and rules and regulations to be observed during examinations, all together cannot fail, we think, of making it a work of much practical worth. If The Question Book does not prove to be “quite the thing,” we hope it will be at least a suggestive step in the line of improvement. But trusting that it may prove valuable, it is submitted to the teaching public.

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—You are publishing an excellent paper, which I am happy to help support.—Prin. William Elder, Independence, Ia.

I enjoy and prize it more than ever. Every member of our school board ought to read it.—Detroit, Mich.
Then if, perchance, they behold some man of distinction and merit,
All become silent at once and stand with expectant attention,
While by his words he controls them, and calms their angry excitement,
So all the rage of the sea dies away as the Father of waters,

Looking forth over the waves, through the clear serene air guides his coursers,
Giving loose reins to his car, which with light easy motion flies onward.
Worn and exhausted, the Trojans, those shores that appear to be nearest,
Eagerly strive to attain, and to Libya's coasts are directed.
Here is a deep recess, before which there stretches an island,
Forming a port by its sides, by which every billow is broken,
And with divided waters glides on to the bay's secure inlets.
Both upon this side and that, vast rocks and twin cliffs stand confronted,
Towering upward to heaven, while under their brow far extended,
Silently sleep all the waters; beyond these a scene is unfolded;

Where, with dark shadows, a grove overhangs with its tremulous branches;
Onward directly in front, overarched with high rocks is a grove,
Seats in the living rock, and a fount of sweet waters within it,
Home of the nymphs; here no cable the weary vessels is holding,
Never an anchor required with its crooked fluke to secure them.

Hither collecting his ships, now but seven in number, Aeneas
Enters, and quickly the Trojans with great love of land disembarking,
Occupied gladly the shore that so long had been eagerly longed for,
Stretching upon the dry beach their limbs with the salt water dripping.
First then Achates proceeds to strike out a spark from a flintstone,
Catches the fire in some leaves, and places thereon some dry kindlings,
Gathers dry fuel around and soon has a fire brightly burning;
Then they bring forth from the ships the wet grain and the cooking utensils,
Weary of dangers and hardships,—and what was recovered uninjured,
Breaking with stones they prepare to roast in the fire that was started.

Meanwhile ascending the height, Aeneas, in every direction,
Seeks far and wide o'er the sea if perchance he may somewhere see Antheus
Driven about by the wind, or haply the Phrygian biremes,
Capys, or ranged on the ships lofty stern the arms of Caicus.
Nowhere a vessel in sight; three stags he, however, discovers,

Roaming about on the shore, with a whole herd following after,
Stretching away far behind, as they feed in long lines through the valleys.
Stopping, he reaches his hand at once for the bow and swift arrows,
Carried for him by his friend and attendant, the faithful Achates.
First the tall leaders themselves, with their high branching horns, he lays prostrate.
Then all the herd, an affrighted throng, as they huddle in terror,

He with his weapons pursues through the lofty groves in confusion;
Nor does he stay his hand till, as victor, he seven huge bodies
Brings to the ground, and makes them in number just equal his vessels.
Then he returns to the harbor and shares them with all his companions;
Next he distributes among them the wine that the hero Acestes
Kindly had laden in casks, and given them on their departure.
From the Sicilian shore and cheers with these words their sad spirits:
"O my companions, for not unfamiliar are you with past dangers,—
"You, who far worse things have suffered, to these, too, will God grant a limit
"You have approached both the cliffs, and the furious roaring of Scylla;
"You too have tried the Cyclopean rocks, and the whirlpool Charybdis.

"Banish your sorrowful fears, and recall all your former good courage.
"It may perhaps be sweet to recall even these things hereafter.
"Through many changes of fortune, through dangers and perilous chances,
"Still we to Latium journey, where peaceful homes now await us;
"There have the Fates determined that Troy shall arise in new splendor;
"Strengthen your hearts, and preserve yourselves, then, for a glorious future,
Thus then he speaks, and though sick with the cares that weigh heavy upon him,
Counterfeits hope in his looks, and deep in his heart hides his sorrow.

They for the coming banquet prepare themselves and their booty,
Tear off the skin from the ribs, and lay bare the still quivering muscle;
Part of them cut it in pieces, and pierce it with spits for the roasting;
Others replenish the fires, and arrange on the shore the brass vessels.
Then they recall their strength with the food, and stretched on the grass there,
Drink to the fill of old wine, and sate themselves with fat venison.
When they had ended their feasting and hunger, and borne off the tables,
Then for their friends who were gone, they inquire in a long conversation,
Hoping and fearing, in doubt whether still to regard them as living,
Or to have ended their toils, and no longer to hear now when called on.

More than they all, good Aeneas deplores now the fate of Amycus,
Now that of ardent Orontes, and now the sad fortune of Lycus
Mourns he in secret, and Gyas, the valiant, and valiant Cloanthus.

Now was the end, when Jove from his lofty abode, looked down on the sea winged with sails, and the lands far beneath him,
Looking for over the waves, through the clear serene air guides his coursers,
While bY his Every direction,
Forming a port by its sides, by which every billow is broken,
And with divided waters glides on to the bay's secure inlets.
Both upon this side and that, vast rocks and twin cliffs stand confronted,
Towering upward to heaven, while under their brow far extended,
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THE TROUBLE AT CHAMPAIGN.

The following paragraph has appeared for several years in the catalog of the University. "The Governor of the state commissions as Captain, and in such capacity to be a member of the military class as complete the course [military tactics] and obtain the necessary experience in command, and whom the Faculty of the University recommend for his high character both as students and gentlemen."

Under the operations of this regulation there has been more or less disappointment and dissatisfaction among members of the military class. The commissions were asked for and given, as a prize to be won. A rule also published in the catalog says: "No student is eligible to the military class till he has reached the winter term of the second or sophomore year and is in good standing in all his studies."

The second term in the year having arrived, thirty-two students applied for admission to this Sophomore, beginning class. It is said that they might more clearly understand the rules above quoted together with the customary action of the faculty relative to the military officers and commissions, a series of severe concise statements were drawn up embodying nothing not herein before given except that, in the seventh it was stated that there should be no more than five recommendations made in any one year for commissions unless by a unanimous vote of the faculty. It may be proper to remark that in such cases the vote of the faculty is ordinarily unanimous. No one allows himself to be swayed by mere prejudice and should one know of any real fact preventing his sanction the statement of it would likewise prevent other affirmative votes.

By an oversight the restatement of the rules was not at the time given to the entering class. Two weeks after they were given by the secretary of the faculty to the editor of the Illini, the college periodical, conducted by the students. This man was a senior and a captain of a company. He supposed the rules were designed for his class and communicated the interesting fact to others. They became excited, misconstrued the rules, imagined they had been unfairly treated, held they had all been promised commissions which they had already worked a year and a-half to secure, that a unanimous vote could rarely be had, they could not be satisfied with the whole case with all the attendant distrusts and imagined enmities. The result, during the time assuredly bad and only bad, may be in the future overbalanced by good.

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