The debate, in the French chambers, on the proposed new law relating to public instruction, has been violent and protracted. The point is the famous Art. 7, prohibitory of denominational control of public schools. Jules Ferry, for the law, and Jules Simon, against it, have exerted their highest powers. Minister Ferry in a great speech on the 5th and 6th, is said to have displayed great ability, courage, and energy, unsubdued by the passionate interruptions of the opposite party. He claimed that the books used by the Jesuits proved that their system is hostile to liberal institutions. M. Simon said that he now felt bound, not only to oppose the projected law, but to stand up for the first principles of liberty. M. Buffet cited passages from M. Ferry's arguments in 1876, showing that he was then opposing monopoly of instruction, but now he was favoring it. The storm of interruptions continued during the whole of the Saturday session. It was said in the evening that several former opponents of the law would support it if its prohibition should only apply to the Jesuits, and that it was thought the ministry would accept such an amendment. There was great agitation on the 7th, and on Monday the discussion was resumed. M. Simon declared the law uncalled for, useless, and impolitic. Its fate could not be foreseen. It was said that if it should be defeated, the government would put in force the repressive enactments against the Jesuits.

Conductors of written examinations should guard against too long a session at one time. Pupils are frequently overtaxed by a half-day's (three hours) continuous strain to reach the end of a series of difficult questions. Provision should be made, in issuing questions, for a brief interval for relaxation about once an hour. It is desirable also that a bit of lunch—an apple or an orange—may be within reach, and a general recess taken. To keep young people anxiously and persistently puzzling over a written examination for three hours at a time is both merciless and injurious. It will soon kill off even the strongest, and those who are not thoroughly killed will be more or less physically injured so that it will take them weeks to recover. And yet there are occasions when even more than three hours' time is devoted to a series of examination questions. The victims are placed in their pens at nine o'clock, and not allowed even to rise till one, two, and three hours after the time for refreshment. Three hours is as long a time as anyone is likely to fail as other people, and great mathematicians like Isaac Newton and Sir William Rowan Hamilton have no advantage over school boys. If the time spent in deciphering such puzzles were devoted to the study of useful problems, there would be a surprising increase in the sum total of arithmetical knowledge.

If it is right to judge of the life and strength of a thing by the noise it makes, we must acknowledge that Communism in France is far from being extinguished. Since republicanism has obtained the lead, the republican party, which united in order to seat itself, has divided into many groups, which are growing very hostile to each other. The most radical of these, the "op-
tag, and bobtail" of the grand republican party, is known as "Collectivists." Below is an abridgment of their address to the proletariat, and peasantry of the nation. It is taken from their organ—"L'Égalité (Equality)—and is signed by some hundreds of names. It asks for free education, as will be seen, and a great deal more. The particular objects of abhorrence on the part of these Collectivists seem to be the "bourgeoisie"—the "respectable" common citizens, who form the class just above them and whose better standing they naturally envy. Their paper has for a device: "The bourgeoisie says that it wants the good of all; we know that it takes it; and we demand restitution." The other parties say of the Collectivists that their principle may be formulated thus, "Every one free to wander at will. For every one, the money that he needs to supply his wants and fancies. Death to all who save or accumulate."

The address is comprised in a few strong sections:

Considering (1.) That every man has an equal right, from birth, of support and development, until of age to help himself;
(2.) That it is of vital interest to all that each one should be able to make full use of mind, muscle, and means;
(3.) That this is impossible to the majority, while they are restricted within the narrow limits left by the majority of gorged capitalists and proprietors;
(4.) That this restriction is contrary to national interest and fair justice;

The undersigned therefore declare:

(1.) That the support and maintenance, and full education, integral and professional, of all the children should be entirely at the charge of the state.
(2.) That the soil and all instruments of production, mobilizer and immobiler, should be the property of the nation to be divided among the groups of producers.
(3.) That the liberties of the press, of speech, and of assembly should be entirely unrestricted.

These being the essentials of true republicanism, we demand their immediate proclamation.

These communists seem to have wiped the blood out of their mouths since 1871; their raving is something like that of a child who cries out "I can't go myself—I can't stand up—hold me—lead me!" Our own Kearneyites are more heroic. They call for blood. They are more of the Kilkenny cat order.

Supposing that these "Collectivists" should get into power, and prove to be such industrious bees as they profess that they "would be if they had a chance;" and suppose, further, that they would imitate the bees also by killing off all drones; this drain upon the population would be very well counterbalanced by the excellent provision for the raising and maintenance of all infants by the state. Unless baby-farming should be as badly run into the ground in France as it has been in some other countries, this would rapidly fill up all gaps, while it would leave parents delightfully unembarrassed; and free, as they could ask, to pursue their own sweet wills.

**EDUCATION IN CALIFORNIA.**

The framers of the school law of California have been emulating the action of the foolish man who built his house on sand. The sand in the California foundation, however, is not of the choosing of the legislature, but of those who framed the new constitution. It was, we believe, the result of the victory of that party with which the renowned Dennis Kearney is somewhat intimately associated. As a warning to other states that may be approaching similar educational breakers, we present a few of the objectionable points in the law, and its unsubstantial support—the constitution.

The chief fault of the constitution, on educational matters, is that its provisions are miserably inadequate. But some claim that the law is not so good as the constitution would permit. An attempt is made to secure uniformity of text-books, and yet the new arrangement is but an awkward attempt to reproduce what it was intended to supplant. Far too much stress is said to be laid upon parrot-like instruction, and what is taught in the schools is not considered such as will best fit the pupils for the duties of after life.

The importance of primary education is not recognized in this law. The critics of the law regret that its framers have paid no attention to the Quincy method. But this is curious criticism. As well might law-makers try to legislate upon the human countenance as upon the peculiarities of individuals engaged in the work of teaching.

A commended provision of the bill is that two members of every board shall be teachers; but whether these members are to be actually engaged in the work of teaching or persons who have left the teaching profession the critic in hand does not say. It is further stated as a defect that the law does not provide that city and county superintendents shall always be teachers, inasmuch as the official action of untrained superintendents tends to embarrass and hamper the progress of the schools. This point seems well taken. We fancy that many portions of the country could bear witness by sad experience to the wisdom of such a provisionary provision.

It is unbusiness like to put untrained men in charge of work requiring special training, and the notion of keeping the schools in the hands of the people by such a course is too crude to be longer countenanced. It is even suggested that it is more necessary to put the schools in the hands and under the supervision of trained teachers in the rural than in the urban districts, since in the latter the chances of finding educated men to oversee the work of education are very much greater.

Section 50 provides as follows, "that no person whose husband, father, brother, uncle, or cousin is a member of a Board of District Trustees or City Board of Education, shall hereafter be eligible for election as teacher in such district or city, and no county superintendent shall draw a warrant for the salary of any teacher so elected." This may seem a righteous provision to prevent nepotism, which is such as scandal in many of the Western states, the local trustees giving places to their female relatives while better qualified aspirants are left unemployed. But notwithstanding all the evils of free selection of teachers it is evidently a violation of natural and constitutional right to debar a person from a position on account of race, sex, previous condition of servitude, or family relations or connection. The point in such cases should be one of taste, not of law. It is not flattering to human nature to take the normal dishonesty of examiners for granted in advance. If citizens cannot be trusted without prohibitory clauses of this kind, they cannot be trusted with them.

The uniformity of text-books sought to be secured in this bill is merely county uniformity. This section provides for no uniform method of making the selection throughout the state, thus giving the wily book-agent unlimited opportunity to practice ways that are dark and tricks that are vain, and to vary those tricks in different counties to an unlimited extent. This may seem sad, but it precludes the possibility of those gentlemen's "pooling their issues" as was done so neatly and harmoniously in the late Missouri campaign. However, when a law is made that pleases all parties, the Weekly will announce the fact to its readers.
The last number of the Western contains one of the ablest articles on the Spelling Reform that we have lately had the privilege of reading. The author states the case against the reformers as clearly as it can be stated, and emphasizes the strong points of his side of the question in a vigorous manner. "The logical results of the success of the spelling reformers," says he, "will be the formation of a new language, based upon the irregularity of pronunciation in use at the present day. But when we have done that, will there be any guaranty or reasonable assurance of any permanence in the new order of things? The tendency to modify the pronunciation or intonation of letters will not then be utterly at an end. The disposition to shorten the sound of vowels, to slur over or elide certain consonants, will remain then as now. At present, our tendency to drift away from the recognized pronunciation is retarded or obstructed by the fealty we all bear to the orthography. We are held back from too distant wandering away from the standard. But when we have no longer any standard, no longer any moorings, when there is no more any authoritative orthography, will not the restrictions that now hedge us about in this matter be utterly removed? What, then, is to be the influence that shall keep our feet from wandering, without let or hindrance, in any fields our fancy dictates? And without any of the restraints we have now, or in their stead no new and efficient ones, the tendency to modify and change the pronunciation of words will be materially and sensibly strengthened. Of course, when under the new regime there is any modification in the intonation of a letter or in the softening or elision of a consonant, there must be a corresponding change of spelling. Unless we can be assured that the inclination to so modify sounds and words will be of universal prevalence at one and the same time, we must be prepared to find such general disorder and discord in spelling and pronunciation as will recall visions of the mythic Babel. That there will be no sure universal prevalence of such inclination at one and the same time is not an unreasonable prediction."

The question here raised is a very important one. How shall we with a phonetic spelling attain to that permanence which is to retain the individuality of a language. It is a well established fact that a written language is far more stable than an unwritten one, or rather, that a literature is the only thing that can bring stability to the ever changing spoken languages. Thus it has been said that the language spoken by many African tribes changes so rapidly that grandchildren would be utterly unable to understand the language that their grand-parents spoke when children. How, then, under a phonetic system, shall we secure that stability in the language which is absolutely necessary to its development and preservation?

Let us see what we mean by a phonetic system. Do we understand by that, a system according to which every individual has a right to spell a word as he pronounces it? Not at all. Such
a system would be of course quite as ridiculous as the opponents
of the Spelling Reform claim it to be. No. We mean by phonetic
spelling, a spelling according to the authorized pronunciation
of the majority of educated people, who speak English. This "authorised pronunciation" is a powerful conservative force,
and will become still more powerful under a phonetic system. To
properly appreciate its strength, let us look for a moment at one
of the phonetic languages. Take for instance, German, which
although not purely a phonetic language, is still much nearer being
one than the English. The German children start to school
with greater differences in their pronunciation than our own.
The children in Berlin say *th bin's, those from Southern Germany
say *ish bin's. The Saxon says *Bei Kott, the Mansfelder, *Bei Volt;
etc. Now the teachers do not say schrie *wie du sprichst, as we
often hear it quoted, but schrie *wie du richtig sprichst; i. e., not
"spell as you pronounce," but "spell as you correctly pronounce."
And here we have the key to the whole difference that our Spelling
Reform will make in our methods of instruction. The German
pedagogue directs his attention toward, securing a correct
pronunciation, and then disposes of the orthography by saying
—schrie *wie du richtig sprichst. His American brother, how-
ever, must first spend just as much labor in teaching the child
to pronounce correctly, and then besides has to teach him how
to spell. The latter often requiring much more time and pains,
for the written word bears no relation to the printed at all. With
a reformed spelling we could stop with half the work and devote
the rest of our time to something more valuable.

Of course, if there is a change in the authorized pronunciation
of a word the spelling must be changed to correspond with it.
But then such changes are taking place every day in the language
as it is, in spite of the conservatives. And that such changes
would be any more frequent with a phonetic system, we think
we are justified in denying, when we examine the history of the
German and Italian. When pronunciation becomes the sole
mouning it becomes steadier and more tenacious, and fully equal
to performing the office of that standard, which our friends, the
Anti Spelling Reformers, are so afraid we should lose.

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

III.

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

RESPIRATION.

THIS important process is susceptible of experimental demon-
stration quite as truthful as has been shown possible of cir-
culation. Fig. 2 represents a simple device of easy construc-

A 6 by 6 by 1 1/4 inch block of wood has hinged to its ends
two frames 12 inches high in which are set in white lead and
putty panes of glass. The end and bottom are formed of a sin-
gle strip of red leather—such as is used for lining boots—cut so
as to allow the bottom to spread 14 inches and laid in a thick
paste of starch and sugar and closely nailed.

To give the bottom the attitude and motion of the diaphragm,
four fine hardened brass wires 14 inches long are laid parallel
and soldered at their ends and toward the middle to narrow strips of
tin, and then, after receiving a set in a slightly arched position,
are nailed to the bottom of the frames. A 3/4 inch circular or-
ifice is cut in the top and closed with a leather-lined wooden lid
secured with three bolts and thumb-screws and pierced by a half-
inch, close-fitting tin tube, as seen in the cut, the tube extend-
ing two inches below the lid. When the hinge lines have been
covered with narrow strips of leather, cemented and nailed, the
artificial chest is ready for use.

The lungs of a cat are the best to exhibit the mode of breath-
ing with this apparatus, and for this purpose they are suspended
from the tin tube by the teacher. To work the apparatus it is
only necessary to take it in the hands and pull the sides quickly
and strongly apart; when, if everything is right, the lungs will
be seen to distend to their full capacity. If the lungs have been
hanging for a little time they must be inflated first from the
mouth to open the air passages. It may be found desirable to
bore a small hole in the bottom of the frame where the hand may
be placed over it, to allow a quick exit of any air that may leak
in. In this experiment both the motions of the ribs and dia-
aphragm are closely imitated and the inflation of the lungs is clear-
ly seen.

That it is the pressure of the external atmosphere that inflates
the lungs may be demonstrated with a straight lamp chimney
into the large end of which there is fitted a cork through which
a goose-quill has been inserted. If the lungs of a rat, mouse, or
gopher are attached to the quill and the air withdrawn from the
chimney by applying the mouth to the small end they are at
once distended. In this apparatus the quill should permit the
lungs to hang freely below the neck of the chimney.

Abdominal respiration may be demonstrated by adding to the
last apparatus a thread-wound, water-soaked piston-head, having
a wire attached by which it may be worked in the chimney be-
low the lungs. The lungs inflate and collapse at each downward
and upward thrust of the piston.

The certainty of imperfect arterIALIZATION, when the chest is com-
pressed, may be demonstrated with the last apparatus by swing-
ing from the quill a pair of lungs which nearly touch the wall of
the chimney when not inflated, and then drawing down the piston.
The chimney is seen to forbid lateral expansion.

The effect of bandaging the abdomen may be similarly dem-
onstrated by withdrawing the piston and sliding a perforated
cork up until it is nearly in contact with the lungs. Now down-
ward expansion is prevented.

A very instructive experiment demonstrating quantitatively
the amount of air that may be excluded from the lungs by a com-
pression of the thorax or abdomen may be performed by the
teacher or student upon himself thus:

Fill a large bell-jar, provided with a stopcock to which a rub-
ber tube is attached, with water over a pneumatic trough, then
with the chest and abdomen free inflate the lungs to their full ca-
pacity and exhale the air through the tube into the jar. Tie a
string around the jar on a level with the water within, and refill

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the jar. If the chest be now bandaged and the experiment repeated it will be found that the water in the jar stands above the string showing how much less air was taken into the lungs in the last than in the first case.

This experiment performed upon the writer, using a heavy leather belt two inches wide, made as tight as it could well be drawn in each case, gave the following results:

1. Belt covering navel, loss, 0 cu. in.
2. Belt little below point of sternum, loss, 53.13
3. Belt covering point of sternum, loss, 98.94

The amount of air inhaled at each easy respiration without the belt was 19.25 cu. in., and the number of respirations per minute was 18.9. With the belt as in No. 3, the amount of air inhaled at each easy respiration was 17.32 cu. in., and the number of respirations per minute 18.5. In the last experiment there was a very distinct and painful effort on the part of the muscles to inflate the lungs, which must of necessity have exhausted them in time and caused them to falter. The fact that the same amount of air was taken into the lungs when the abdomen was bandaged as when it was not does not indicate that such conditions do not interfere with respiration, for there was a very perceptible extra effort made to give the chest its full capacity.

Let us pass now to methods of demonstrating that water, carbonic acid, and effete organic matter are eliminated through the lungs; but of those bearing upon the first nothing need be said here.

To demonstrate the elimination of carbonic acid, pour a clear solution of lime-water into a goblet or transparent bottle and force air into it from the lungs through a straw. Instantly it becomes milky. The air inhaled has not clouded the water, as may be shown by providing a clear bottle, containing lime-water, with a tight-fitting cork through which has been inserted two quills, one of them rendered long enough to reach the bottom by telescoping other quills upon it. A gentle suction at the shorter quill brings a stream of air through the water into the lungs, but the action must be continued long before the water becomes turbid. That carbonic acid produces the milky cloud may be demonstrated by pouring the lime-water from the bottle and fitting to it another cork, bearing in its side and reaching to its center, a quill inclining downward at a sharp angle. The center of the cork should be dug away from below until the end of the quill is reached and air may be forced through. The quill should also be lengthened, by telescoping others upon it, until it will reach to the bottom of a goblet containing lime-water. Place a table-spoonful of soda in the bottle, pour some good vinegar upon it, insert the cork and carry the quill below the lime-water. The carbonic acid escapes through the water and the milky cloud appears.

To demonstrate the escape of effete organic matter through the lungs, fill two clear bottles with soft water, rendered pure by boiling, and breathe into the water of one of them through a straw for some time. Cork the bottles and set them away for a day or two. The water in the bottle breathed into becomes turbid and offensive.

The asphyxiating influence of carbonic acid may be demonstrated thus: Set a bowl containing soda in a deep vessel—a light pasteboard box will do—and pour some good vinegar upon the soda. The liberated carbonic acid overflows the bowl and displaces the air in the dish. When a lighted taper thrust into the vessel is extinguished, the conditions are right, and a mouse having a string tied to its hind leg may be lowered into the gas. It soon ceases to struggle, and should be removed before life is extinct, and patted gently with the finger over the lungs to start respiration. The experiment may be repeated indefinitely without fatal results, the mouse appearing at the end of each treatment as sprightly as ever.

To demonstrate the poisonous and deadly effects of air that has been many times respired, place a mouse in a bottle whose mouth only admits it without injury, and cork it tightly. If the bottle is deep fill it partly with clean dry pebbles to diminish the volume of air and shorten the experiment. When life seems ebbing, tie a string to the hind leg of another mouse, remove the cork and introduce the animal, avoiding the entrance of fresh air as far as possible. If the air has become sufficiently vitiated the fresh mouse can hardly be withdrawn quickly enough to save its life. Here is poor ventilation carried to the extreme and its result. What has killed the mouse? Not the carbonic acid; not the air deprived of oxygen and saturated with moisture; but, almost beyond a doubt, the effete organic exhalations. The strange feature of this experiment is the fact that the inmate of the bottle still retains its grasp upon life, and that a few puffs of fresh air will, apparently at least, restore its bodily vigor. Here is demonstrated the marvelous elasticity of the animal organization under a gradual strain, and its extreme brittleness under a sudden and strong pressure. Here, too, is the explanation of the oppressive feeling that is experienced in coming from the fresh air into a vitiated atmosphere that does not appear so to the persons who have rendered it impure.

At this point the subject is closed, not because it has been exhausted, but because enough has been presented to demonstrate that where there is a will there is a way; that Yankee-boy-apparatus, like simple words, may serve to impress profound lessons quite as effectually as pieces wearing a brighter and more costly finish.

**READING IN SCHOOLS.**

**BY PRINCIPAL T. C. RICHMOND.**

Our personal reading is for information, or recreation, and in order that we may gain either from it, it is necessary that we understand the meaning of words singly and in combination. It is not necessary that we should be able to pronounce them correctly; they appeal to sight rather than to hearing, and a deaf mute may read and understand what he reads, with no apprecia­tion of the spoken words. It is true that from the force of habit we think largely in words, and in silent reading we may mentally pronounce the words and even call the organs of speech into partial exercise, but this is not an essential part of the process.

But reading is sometimes practiced with the view to communicate thought to others. Then there should be correct pronunciation, proper emphasis and inflection, suitable pauses and the like; in a word, the rules of elocution should be observed.

In practical life, the majority of us have occasion to read silently ninety-nine times out of a hundred.

In view of these facts, is there not, relatively, too much time spent in our schools in what pertains to elocution, and too little in what pertains to thought? It is indeed important for the child to be taught to pronounce words correctly at sight, but more important for him to grasp the thought embodied in those words.

Our practical suggestion to teachers is this:—strive in all prac­ticable ways to lead your pupils to understand what they read. In that way you will best prepare the great majority of them for the active duties of life. Those who are to become public speakers or elocutionists should have special training, such as cannot properly be given in the public schools.—Brothhead Independent, Wis.
THE SCHOOL-ROOM.

FUNDAMENTALS OF ELOCUTION.

As an illustration—one out of many—of the advantages to the reader and speaker of early familiarity with the precise mouth-movements which best secure clearness of utterance:—that delivery of sounds and words which has been aptly compared to "new coins dropping from the mint."—we quote a paragraph from Prof. A. Melville Bell's Principles of Speech. We may premise that Professor Bell is the highest authority in all questions pertaining to speech utterance. His works on the subject are incomparably the ablest. They are unique. His son, Professor Graham Bell, is the well known teacher of speech to the dumb, and inventor of the telephone, and even the grandfather of this family of phonologists was founder of a system for removing impediments to speech.

After describing how different cacophonous varieties of S are produced, Prof. Bell says: "Another improving exercise consists in stopping the sibilant sound of S, by repeated appulses of the tongue against the palate bar,—producing the combination st-st-st, etc. The movement of the tongue from S to T should be backward and upward, not forward to the gum or teeth, nor merely a pressing of it upward, without change of position, for this is the common cause of the heaviness of speech in delivering this combination. There are but few persons who exhibit distinctness and lightness enough in uttering st and st's."

In this way all the directions are given, showing exactly how in each case to attain clear, distinct, pleasing enunciation; and it "goes without saying" that all teachers should be familiar with the means of setting little readers right when they first show imperfect speech, or a tendency to it. Teachers should make a study of Prof. Bell's Principles of Speech.

Dr. Rush says that with many, and even many teachers, speech is only a "mere brute instinct, by which some persons bleat, bark, bray, whine, and mew,—a little better than others."

ADVICE TO SCHOOL-MA'AMS.

In an address to school-mistresses at Cincinnati the Rev. Mr. Mayo said, "If you would awaken the love of beauty in your children, you must in some way be beautiful yourself. And every true woman knows she has it in her to be supremely lovely to somebody. Children go deeper than the outer face or form, and feel by a subtle magnetism the childlike love, trust, and confidence in the soul of their teacher. Thus your schoolkeeping may become the loveliest university to you, for there you are compelled to take yourself in hand and put yourself in communion with the heart and mind of childhood as the prime condition of success. It is true there are people who by nature are endowed with the gift of being beautiful to children. 'Oh, what a lovely schoolma'am we've got!' shouted a little girl to me at noon of a pretty day soon after the new term. "Pretty soon along came the new angel, seemingly a very plain young woman in curls, till a merry glance launched from her eye, like a shaft of sunshine from a loophole in a bastion of gray clouds, transfix her little admirer perched on the garden wall, and made one grave man sigh for old days of school life again. The plain young schoolma'am in curls had a heart full of precious things for little Nell and all the other little folks over in the red schoolhouse, and they knew it by instinct. How often the children will leave the parlor, with its grand furnishings and polite company, for the kitchen, to hang about the cook, the man of all work, or some old codger of a Sam Lawson who draws the children of a village after him like the train of a comet. They recognize the childlike spirit under Bridget's rough, red arms and Sam's dilapidated hat, and follow it as the most beautiful thing they know. You may not be gifted with this attractive power, which lays hold on children in this irresistible way, but something of it is given to the dullest soul that is born into the flesh, and it is one of the deep mysteries of our spiritual life that we all, by toil and consecration, and watching the ways of providence, so get into accord with nature and the Holy Spirit that we may become reconstructed into the image of whatsoever high and holy thing we most admire. And in proportion as you as what every young woman who deals with children should be, you cannot help becoming lovely to them. God's way of educating us into refinement of soul and life is to compel us to look upon and live with one who is to be a daily revelation of grace and nobility. So in these deep places of the spirit, and in the daily life in the schoolroom, you are awaking a faculty for the appreciation of beauty, without which all outward training and beautiful surroundings leave the child like a wild beast in a flower garden, or the man and woman like a pair of savages in the palace built by his money and degraded by her vulgarity. Once awakened, this love for beauty will permeate every trait of character and adorn every act of life, as the soft dampness of the old English air dresses up the roughest hedge into a fluttering bank of blossoms, carpets the stone walls all over the Westmoreland hills with the tenderest ferns, and veils the ugliness of the crookedest old stick dropped by the wayside with a garment of the most delicate green. This is 'an art culture' that is practicable for every child; the art of loving beauty and beautiful pets and objects in nature and life. If this feeling of beauty can be once aroused in the souls of this generation of school boys and girls; aroused by the love and loveliness of the young people set to teach and train them in the common school, we shall have the possibility of all desired growth not only in the artistic work of the hand, but in the higher realm of refined manners and a society always nearing the golden rule.'"

BUSINESS LAW IN DAILY USE.

From Facts and Figures.

The following compilation of business law contains the essence of a large amount of legal verbiage.

If a note is lost or stolen it does not release the maker; he must pay it, if the consideration for which it was given and the amount can be proven.

Notes bear interest only when so stated.

Principals are responsible for the acts of their agents.

Each individual in a partnership is responsible for the whole amount of the debts of the firm, except in cases of "special partnership."

Ignorance of law excuses no one.

The law compels no one to do impossibilities.

An agreement without consideration is void.

A note made on Sunday is void.

Contracts made on Sunday cannot be enforced.

A note made by a minor is voidable. A contract made with a minor is void.

A contract made with a lunatic is void.

A note obtained by fraud, or from a person in a state of intoxication, cannot be collected.

It is a fraud to conceal a fraud.

Signatures made with a lead-pencil are good in law.

A receipt for money is not always conclusive.

The acts of one partner bind all the rest.

"Value received" is usually written in a note, and should be, but is not necessary. If not written it is presumed by the law, or may be supplied by proof.
The maker of an "accommodation" bill or note (one for which he has received no consideration, having lent his name or credit for the accommodation of the holder) is not bound to the person accommodated, but is bound to all other parties, precisely as if there was a good consideration.

No consideration is sufficient in law if it be "illegal" in its nature.

A note indorsed in blank (the name of the indorser only written) is transferable by delivery, the same as if made payable to bearer.

If the time of payment of a note is not inserted, it is held payable on demand.

The payee should be distinctly named in the note, unless it is payable to bearer.

An indorsee has a right of action against all whose names were on the bill when he received it.

If a note or bill is transferred as secured, or even as payment of a pre-existing debt, the debt revives if the note or bill be dishonored.

An indorsement may be written on the face or back.

An indorser may prevent his own liability to be sued by writing "without recourse" or similar words.

An oral agreement must be proved by evidence. A written agreement proves itself. The law prefers written to oral evidence, because it is precise.

No evidence may be introduced to contradict or vary a written contract; but it may be received in order to explain it, when such contract is in need of explanation.

Written instruments are to be construed and interpreted by the law according to the simple, customary, and natural meaning of the words used.

The finder of a negotiable paper, as of all other property, must make reasonable efforts to find the owner before he is entitled to appropriate it for his own purposes. If the finder conceal it, he is liable to the charge of larceny or theft.

Joint payees of a bill or note, who are not partners, must all join in an indorsement.

After the death of a holder of a bill or note, his executor or administrator may transfer it by his indorsement.

The husband who a quires a right to a bill or note which was given to his wife, either before or after marriage, may indorse it.

"Acceptance" applies to bills and not to notes. It is an engagement on the part of the person on whom the bill is drawn to pay it according to its tenor. The usual way is to write across the face of the bill the word "accepted."

MATHMATICAL DEPARTMENT.

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

Communications for this department should be sent to David Kirk, Jackson, Minn.

AN IMPROPER PROBLEM.

A short time since, a puzzled school trustee gave us a problem which was causing great trouble in the district. The teacher, a most excellent and accomplished lady, could not solve it. The trustee, a veteran teacher, though out of practice, had seen nothing just like it. The pupils had exhausted their slender arithmetical resources in wrestling with the numerical conundrum, and pater-familias referred to Adams and Daboll in vain. What was the trouble? Were all these parties afflicted with "suggestion of the brain," à la Mrs. Partington, or was the problem faulty in its construction?

It would hardly do to blame the problem, for it was honored with a place among the miscellaneous examples in an arithmetic high in authority in a certain state.

The example in question, which we give from memory, is about as follows: "A farmer buys 54 head of stock for $324, paying $3 apiece for lambs, $5 for sheep, and $7 for calves. He also buys 18 hogs for $10; how many of each kind does he buy?"

It is only necessary to leave the hogs and their value in federal money out of this problem, to transform it into a respectable example in alligation, in which $6 is the medium price, and the proportional parts 1, 1, and 4. Problems containing superfluous conditions are highly improper.

A number of solutions to the problem propounded by "Kansas," besides those published, have been received. D. H. Davison, of Minonk, Ill., and W. A. Crumhright, of Oskaloosa, Iowa, both sent fine solutions. Shall be pleased to hear from them often.

Henry M. Douglas, of Dixon, Ill., gives his experience in teaching the extraction of higher roots of numbers, by approximation. He finds that pupils prefer said method to the plan developed from the binomial formula.

He does not say what his method is, but we shall take his remarks for a text on the subject of extracting roots, and when convenient, we shall present all the methods in a series of short articles. Then it will be seen which rules are the best.

It appears that the expression, "Sawyer-Man Lamp," is misunderstood in the United States. It seems to be always applied to the proposition respecting the right-angled triangle, and the squares described on its sides. In reality, it refers to the proposition concerning the equality of the sides and angles of isoceles triangles. To prove the angles at the base equal, and the sides opposite to them equal, was, as demonstrated in Euclid, a stumbling block to beginners; and it used to be pictorially represented by a number of donkeys traveling along the base of the triangle, and falling over at the extremity thereof. Hence the expression, "sawhorse bridge."

"Hawkeye," of Hazelton, Iowa, sends the following example, which we solve for him, not because it is of any utility, but because it will continue to trouble us and others till it is disposed of: "A man buys 100 head of stock, sheep, pigs, and calves, for $100, paying $50.50, $3, and $100 per head respectively. How many of each kind did he buy?" This is an example in alligation, in which $1 is the medium price, and 1, 1, and 1/2 are the proportional parts. Therefore the answer is, 9/5 sheep, 4/5 pigs, and 4/5 calves. "Hawkeye" will see that there are some heads, tails, and fore-quarters in the answer, but this is unavoidable; an answer in integral numbers is impossible.

By the way, where can sheep be bought for 50 cents, and calves sold for 10 dollars? Let your problems give prices that coincide with existing markets.


The equations are

\[
\begin{align*}
3x + y &= 6, \\
x - y &= 1.5
\end{align*}
\]

This problem has, to our knowledge, troubled a great many students. We shall therefore give a solution, the first that comes to mind:

Transposing (1), \(x+y=5.5\).

Adding (1) and (2), \(2x+2y=9.5\).

Adding \(y\) to each member of (3), \(2x+3y=17\).

Extracting sq. root of (5), \(x+y=7\).

Equating second members of (6) and (3), \(2y+14=17\).

Squaring (7), \(17+y^2=289\).

Transposing in (8), \(x^2+y^2=242\).

Solving (9) like any other quadratic, \(x=15\) or 13.

Finding \(x\) or \(y\) from (10), and substituting in (2).

\(x=5\) or 9.

\(y=10\) or 7.

The other roots, being imaginary, are not considered in elementary Algebra.

The application of the Edison Electric Light Company for a patent on the carbonized paper horseshoe lamp is resisted by parties interested in the Sawyer-Man Lamp. These latter claim that Edison's so-called invention, not new, and assert that precisely the same principle—the carbon arc—was used in the Sawyer-Man Lamp over eighteen months prior to Edison's first experiment with it. The case will be bitterly contested in the United States courts.

S. R. Winchell & Co., publishers of "The Educational Weekly," have established an extensive business as Educational Agents. Teachers from any part of the country may apply to them for purchases of any books or merchandise which they may want, and be sure of prompt dealing at the very best of rates."—Iowa Normal Monthly.

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

MICHIGAN.—The new Homoeopathic hospital at Ann Arbor was dedicated March 12. Prof. F. E. Miller, Principal of Grange school near Sparta, was made happy in being the father of two twin girls, Feb. 6, 1880. Prof. Miller is an earnest worker in the good cause, and not only deserves, but wins success. He is planning for a three days teachers' association the first of July next.

J. C. Chilton & Co., 183 Jefferson avenue, Detroit, deserve thanks of Michigan teachers, for Forbiger's Drawing Tablets. They fill a need long felt in our schools, and are so arranged that any teacher of "gumption" can use them.

Miss M. C. Dennison has been engaged to assist in the Harrisville school. Prof. Fair seems to be doing good work, and has brought the school up to a good stand-point of excellence.

Alcona county seems to be doing good work, and partly because the regular conductors could not be in two places at a good lesson from this example, and depending entirely upon his concerts for remuneration." After getting fifty to a hundred pupils to pay him, he takes his departure for a few days and forgets to return. This game has been played at Somonauk, Downer's Grove, Plano, and Sandwich. He wrote to some of these places from Somonauk saying that owing to the "limited encouragement he had received, and being ill, etc., he could not return." He ought to be "nabbed."

Misses West and Halsey, superintendents respectively of Knox and Stark counties, have been holding some valuable examinations of the schools in their counties. Copies of the questions submitted to the graded schools have been sent to the office of the Weekly, "not for publication," though we take the liberty of publishing a portion of them, as we regard them good models for other examiners. The country schools of Knox county took the State examinations, and as far as their work has been sent in it is a very great improvement upon that of former years. This is the fifth examination, including centennial work, which Miss West has given her country schools.

Prof. S. S. Hamill, author of "The Science of Elocution," gave a course of ten lessons in elocution to the teachers of the public schools of Galena a few weeks ago. The interest manifested and the benefits derived were so great that the teachers immediately secured him for a second Course of Lessons. Prof. Hamill gives ten lessons in class, one lesson per day, for one hundred dollars, and the money by him. The teachers of other cities should secure him. The teachers of other cities should secure him.

School interests in Springfield have been improving quite materially the present year. The teachers have so far been paid in cash at the end of every month promptly; and there will be money enough to do so till next June. This has not happened to Springfield teachers before for ten years, and they feel good over it.

The Oak Park high school will devote the afternoon of Friday, March 19, to Shakespeare. The exercises will consist of essays, recitations, readings and songs. A fine bust of Shakespeare has recently been placed in the school room by the students. The annual meeting of the Board of Trustees of the State University closed last evening. All the members were present including Gov. Callum. Business of much importance was transacted.

1. It was voted that the preparatory department should be discontinued after June, 1881.

2. After the present year the military drill will be confined to the students of Freshman and Sophomore classes, except that officers will be chosen from the Junior Class. The growth of University had increased the Battalion beyond the capacity of the large drill hall and it was judged that two years of effective drill would be ample to teach military tactics. Mayor Dinwiddie has been relieved from command and a new detail has been ordered by the War Department. It was also voted that the recommendation for Governor's commissions should hereafter be made by a special examining committee to be appointed by the Faculty. The uniform is to be changed from a cadet gray to a dark blue.

3. Five thousand copies of the new catalog were ordered to be printed, the demand for information having already exhausted the large edition of last year.

4. The incidental fee was raised from $5 to $7.50 per term after the present year.

5. Prof. Weber was granted leave of absence for the summer vacation to visit Europe, and appropriation was made for the purchase of three new chemical balances, to supply the increased demand in the higher chemical laboratory, where 64 students are now at work in advanced analysis.

The Milwauk.ee Sentinel says, of the forty-five classes examined in arithmetic by the Superintendent of Public Schools, eighteen were excellent, seventeen good, three medium, five poor, and two very poor. The schools were particularly deficient in adding columns of figures. The number of teachers engaged in the public schools of the city at the present time is 254. These are classified in respect to salaries as follows: 1 teacher at $2,000; 18 teachers at $1,500; 2 teachers at $1,400; 2 teachers at $1,200; 11 teachers at $1,000; 6 teachers at $900; 4 teachers at $800; 18 teachers at $700; 89 teachers at $600; 30 teachers at $550; 56 teachers at $500; 10 teachers at $450; 4 teachers at $400; 3 teachers at $350. Total for salaries, annually, $717,650.

ILLINOIS.—The Kankakee County Teachers' Association will meet at Kankakee March 20. H. C. Paddock is president.

We are informed that a man styling himself Prof. Youmans is going about organizing "juvenile singing classes" by getting the pupils to pay him ten cents each, and "depending entirely upon his concerts for remuneration." After getting fifty or a hundred pupils to pay him, he takes his departure for a few days and forgets to return. This game has been played at Somonauk, Downer's Grove, Plano, and Sandwich. He wrote to some of these places from Somonauk saying that owing to the "limited encouragement he had received, and being ill, etc., he could not return." He ought to be "nabbed."

WISCONSIN.—A correspondent of the Kenosha Telegraph highly compliments Principal D. S. Kennedy's work in the Wilmot high school. Glad to know it. He deserves success.

The March number of the Wisconsin Journal of Education is unusually well filled. A better number has rarely been published under any management. We thankfully acknowledge our indebtedness to it for many of the following items.

The State Agricultural Society, through its executive board, last month established a new "Department of Education and Natural History," and made Supt. John S. Dore, of Clark county, the manager. There were one hundred dollars appropriated for premiums.

There are sixty-five county superintendents in this state and each is compelled by law to hold at least one institute every year. There are to be twelve institutes this spring and six applications had to be rejected partly for want of funds and partly because the regular conductors could not be in two places at one time. (There are some things, it seems, even these stalwarts cannot do.)

The new "Outline of Work" for the institutes shows that the main labor is to be devoted to the Primary Section of the Course of Study for Ungraded Schools. We begin to see substantial fruits of the promises made by the State Superintendent when first elected. The marked features of his administration will be connected with his successful efforts for the advancement of the ungraded schools.

The contest over the Dictionary matter is practically ended in this state for the present. Only six men all told could be found in the Legislature to oppose the purchase of Webster as usual.
6. Thanks were voted to Congressman Cannon for his aid in procuring the establishment of a full signal station at the University, the instruments for which are already on the way.

President Gregory reported the addition of several schools to the list of accredited high schools, and stated that the system of accredited examining schools was proving useful, without any apparent disadvantages.

The twelfth anniversary of the University is to be celebrated this evening. Judge Cunningham, one of the earliest trustees, makes the University address.

Next July and August there will be a teachers' drill of at least four weeks at Amboy, Lee county. The work will include all the branches required for the first grade certificate. The instructors will be S. B. Wadsworth, Frances Preston, and A. J. Rosencrens.

This has not been a very bad winter for school disturbances, yet there are a few of them:

In Alexander county a teacher appealed to the directors to make the large boys remain quietly while the aforesaid teacher kept the school after regular hours to deliver lectures on behavior. The board decided that the lecture might be discontinued.

In another Egyptian district the directors prosecuted a suspended pupil for cursing the teacher and made it cost the lad $80.

In Bureau county, while a teacher was punishing an unruly boy, another unruly boy commanded him to desist under pain of being "filled full of holes" whereupon the aforesaid teacher struck the meddler with the poker, and made a mark on his forehead. Thereupon the (literally) fond mother had the teacher arrested and half to pay the cost.

At Dongola was an occurrence like that at Sullivan before the holidays. Principal Dean inflicted a light punishment, whereupon the indignant father proceeded to punish the school-master. It was fortunate for said father that enough of his friends went along to deliver him from the muscular school master before the abused boy became an orphan. The attacking parent was fined three dollars, and the squire united with the community in saying that the threshing he got from the teacher was richly deserved.

We are sorry to see these lingering practices of the olden time in our schools, but we are glad to note no cases of either justice or jury failing to sustain the teacher properly.

The literary societies of Cairo high school hold their exercises in the school building during school hours. The Excelsior division invited visitors on Friday, Feb. 13.

The authorities of the State Normal University announce that no students are wanted at the summer term of the school who have not taught at least three terms. They do not propose to compete with the summer drills in preparing folks to pass the examination of the county superintendents. This will be a very profitable session for the hosts of experienced and scholarly teachers throughout the state.

The Saturday Evening Call, the literary paper of Peoria, publishes an article urging that a smaller number of pupils should be given to each teacher, that the individual needs of the child may be more carefully studied. We should be glad to see more friendly advice of this kind and more attention paid to the advice by school authorities.

We notice from programs of Will county institutes that Prof. Mills' readings are quite a feature of the exercises. The papers speak very highly of them.

Reports come from some parts of the state of free exhibitions given by the public schools. We have known of things of this kind that were worse than an immense waste of time.

The Paxton Collegiate and Normal Institute has had such success under Prof. C. M. Taylor, that the citizens are proceeding to raise $3,000 to erect additional buildings.

NEBRASKA.—This state now has an educational journal which is a credit to its publisher and well worthy a place among the best. Literary Notes, edited and published by Rev. L. B. Pfeifeld, Kearney, is alive with original and well digested items and contributions. It is published twice a month excepting in June, July, August, and December, when the issues are monthly, making twenty numbers a year, for $1.25. If the price of print paper is not reduced, however, the publisher threatens to increase his price to $1.50.

MINNESOTA.—A State Teachers' Institute for the county of Wabasha will be opened at Lake City, March 29, to continue two weeks. County Superintendent Greer will preside over the Institute, and be assisted by teachers furnished by the Superintendent of Public Instruction. According to the Minnesota school law, "During the time of holding a teachers' institute in any county of this state, it is hereby made the duty of all teachers, and persons desiring a teacher's certificate, to attend such institute, or present to the county superintendent satisfactory reasons for not so attending, before receiving such certificate; and any school that may be in session in such county shall be closed, if the teacher shall request it, for the purpose of attending such institute, but the district shall not be liable for the wages of such teachers while such school is closed." The teacher can claim the privilege of making up at the close of the term, the time lost in attending such institute.

The High School Board of Minnesota is composed of Hon. Wm. W. Folwell, President of the State University, and Hon. D. Burt, State Superintendent of Public Instruction, ex officio, and Mr. Charles S. Bryant, appointed by the Governor, Secretary. At a late meeting of the Board the first two gentlemen, against the protest of Mr. Bryant, decided to suspend the functions of the organization pending an inquiry into its workings by a committee appointed by the State Teachers' Association. These gentlemen have also issued a circular addressed to high school officers and others interested, holding that the law creating the Board, and not the opinions of its ex officio members should be carried out. Mr. Bryant has therefore addressed an open letter to these gentlemen demanding explanations of the course pursued by them, which does not seem to be understood at large throughout the state. Such suspension of the functions of a public board of its voluntary accord, strikes the outside world as a singular act of official folly, in calling for some explanations that will make its purpose understood.—Western Educational Journal.

OHIO.—Still another teachers' association, with a pretty large geographical designation, is about to be organized. The first meeting of the Southwestern Ohio Association will be held at Hamilton, April 10. We believe all the semi-cardinal and central points in the state are now covered by such organizations. The Southeastern Ohio goes across the line for its next meeting, which will be in Parkersburg, W. Va., April 23 and 24, when Dr. Pendleton, President of Bethany College, and other eminent West Virginians, will participate.

Two new educational organs have been started in the state—one, The Teacher's Album, a quarterly, at Gallipolis, by Principal Collins, of the Gallia Academy, and the other the Public School Gazette, by Supt. E. E. Henry, of the Coshocton public schools. A monthly of somewhat similar character, called the School and Family Visitor, has also been started by a job-printer in Chillicothe, with some assistance from Supt. Richardson, of the local schools.

Mr. W. D. Moore, Principal at New Vienna, Highland county, proposes to "drop into politics" as a candidate for County Auditor at the fall election. Nineteen students, including three seniors, have been suspended at the Ohio Wesleyan University, for terms of from three to twelve months, for participation in the burlesque parade on Washington's birthday, which was forbidden by the Faculty.

The February report of the Columbus public school shows a total attendance of 7,337—3,592 boys and 3,745 girls. The Board of Education has at last adopted a seal, simply the coat of arms of the state, with the words "Board of Education, Columbus, Ohio," in a circle about it.

The petition of 1,200 women of Cincinnati, sensibly asking that the public schools may be divorced from the corrupting influence of ward politics, has been presented in the State Senate. That body has killed by a close vote, the measure relating to the introduction and changes of text-books known as the Wilkins Bill.

IOWA.—Centerville wants a new school house.

The committee of the Presbyterian Synod of Northern Iowa decided last week to locate their college at Cedar Rapids. An offer of $80,000 in property and an immediate cash endowment of $25,000 decided the question. This will affect Lenox Institute, which will be continued as an academy, while the public schools of Cedar Rapids will be located the college proper—an outgrowth of the Coshocton Institute which owns the property offered.

President Pickard addressed the Scott County Teachers' Association last Saturday afternoon.

The lower house of the State Legislature has passed a compulsory education law.

The Iowa City high school contest in declamation, held last week, was a splendid exercise. C. L. Gillis, who recited the "Vagabonds," carried off the honors, and will represent Iowa City in the State contest.
The average daily attendance reported by Prin. John R. Foulks of the Bloomfield public schools is 290.

Rev. E. L. Parks, a graduate of the Northwestern University, and Garret Biblical Institute, of Evanston, who has had seven years' experience in college work, has been chosen President of Simpson Centenary College. The future prospects of this institution are said to be growing brighter every day. Its financial condition is such now that no anxiety is felt by the officials connected with it.

The Cedar Falls Gazette correspondent gives this item concerning the State Normal School: "The long cherished custom of sliding down the banisters has gone out of date; and sliding down the steps has taken its place."

The total school fund of the state received by taxation is $4,931,783.15—an average of $7.06 to every individual of school age in Iowa. The amount for actual expenditure was $3,200,000, says an exchange.

The Davenport Gazette is pitching into what it calls "senseless and idiotic monthly written examinations."

Hon. C. W. von Colm has written a letter to Supt. Young, of Davenport, which is of much interest and importance. He says that while electors of independent school districts may direct that German, or any other foreign language, be taught in the schools, these electors have not power to direct an abandonment of that instruction when once introduced by action of the Board of Directors. The only remedy for the people to make any radical change in their course of study is to elect a Board favorable to such result. This decision of our worthy Superintendent of Public Instruction is good sense as well as good law.

Rev. P. S. Barry, who died at Indianapolis last month, was a native of Cass county, Illinois. He entered the army in 1862, was wounded and taken prisoner in 1864, and exchanged May, 1865. He was graduated from the Northwestern University and the Garrett Biblical Institute in 1870, when he entered the ministry. In August, 1878, he became President of Simpson College, a position which he held at the time of his lamented death.

The graduating class of Oskaloosa College consists of eight members representing four different departments of the college course.

Our Tipton friends are comfortably fixed and "at home" in their new school building—one of the finest in the state. It is eighty by sixty-six feet, has nine rooms, is heated by steam, and cost about $21,000. Prin. Scott is a genial, scholarly gentleman, who deserves just such kind treatment.

Supt. Henry Sabin, of Clinton, lectured before the Cedar County Teachers' Association last Friday evening, on the "Hidden River." The teachers of Iowa will be glad to know that Mr. Sabin has two lectures—"Aaron Burr," and a new one, "An Evening with the Puritans"—which he will deliver on reasonable terms, before institutes in July and August.

Mr. G. S. Bradley has resigned his position as superintendant of the Wilton schools, which he has held for nearly three years. He goes to Kansas, to enter upon ministerial work, having received a call from a church in that state.

Dr. Mayo, of Springfield, Mass., will deliver the commencement oration at the State University on the 22d or June.

The West Side Des Moines Schools had an average daily attendance, for February, of 1,065. There were 55 cases of truancy, 24 of corporal punishment, and 402 of tardiness. Supt. Parish is doing fine work for these schools.

The Jasper county teachers will hold a three weeks' institute at Newton, beginning March 8. This is not to take the place of the summer institute. Mr. S. L. Moser will act as conductor.

Mr. Alphon N. Fellows, principal of the Knoxville high school, recently delivered his fine University oration on "Fairy" before a large audience in the Knoxville Opera House.

The Commencement exercises of the Homoeopathic and Allopathic departments of the State University took place last week. A class of eight graduated from the former and twenty-two from the latter. Hon. James F. Wilson, of Fairfield, delivered the annual address Tuesday evening. Dr. W. F. Peck, dean of the last named department, delivered the address Wednesday evening.

[The above items were crowded out last week.]

—As the institute season is again approaching in some states, we desire to engage a permanent agent in every county where none is now engaged, to represent The Educational Weekly during the session of the institute. We prefer to have our agents work exclusively for us, and to such we will give the best terms of business. Do not delay in making your application. It may be that we can give an agent work in two or more counties. Write to us for terms.

**OFFICIAL DEPARTMENT.**

**ILLINOIS—CIRCULAR NO. 13.**

**NOTES ON THE SCHOOL LAW.**

To School Directors:

Your careful attention is respectfully invited to an explanation of certain of your official duties, and of some provisions of the school law.

1. MEETINGS—Section forty-two of the school law provides that boards of school directors shall hold regular meetings at such times as they shall designate; that they may hold special meetings, as occasion may require, at the call of the president or any two members of the board, and that "no official business shall be transacted by the board except at a regular or special meeting."

This last clause is an important and much needed amendment, since it makes it illegal for the directors, acting separately, to enter into any contract, purchase any article, or to give an order in payment thereof, unless previously authorized by the Board so to do. It practically puts a stop to the pernicious practice, so persistently and successfully followed by those who have for sale inferior articles for the use of schools, and whose only hope of disposing of them at paying prices lies in their ability to gain the assent and signature of directors, taken singly, and on the spur of the moment, before they can meet and consult. The occupation of this class of agents is now gone—it is to be hoped—forever. Contracts thus made and orders thus obtained are no longer legal. Directors who have not already done so should at once designate when and how frequently they will hold regular meetings.

As teachers are entitled to their pay monthly, it would seem to be proper for directors to have a regular meeting each month. But should it be inconvenient for the board to meet so often, it is held that the board may legally authorize two of their number (naming them) to examine and certify the schedule each month and to issue an order for the teacher's pay, a record being made of the action of the board. The board may instruct one of their number to act for them, and his action in accordance with the instructions—say in the purchase of a certain amount of wood or coal at a certain price—would bind the board. The occupation of such a class of agents is now gone—it is to be hoped—forever. Contracts thus made and orders thus obtained are no longer legal. Directors who have not already done so should at once designate when and how frequently they will hold regular meetings.

2. RECORDS—Another clause of this section authorizes directors to use any funds belonging to the district, not otherwise appropriated, for the purchase of a suitable book for their records, and requires that "the said records shall be kept in a punctual, orderly, and reliable manner," and that the same "shall be signed by the president and clerk." The duty of procuring such a book, and of using it as the law directs, is imperative; and it is one of the utmost importance that a faithful record be kept of all official school business.

Nearly ten years ago Dr. Bateman said:

"Lack of such official records has caused more lawsuits and losses, more confusion and trouble, in the financial and general business administration of the school system, than any other one thing."

This was true then, and, although there has been a great improvement in these matters since, it is true to-day. And because there are so many districts in the state in which the requirements of the law regarding the keeping of records are still utterly disregarded, the attention of directors is hereby called to the provisions of the law bearing upon this subject. It will not answer the purpose of the law to have records kept upon loose sheets or scraps of paper. Well bound books that are suitable, and so arranged that the records can be kept in a "punctual, orderly, and reliable manner," must be procured. The language of the law is explicit and mandatory: "The directors shall appoint one of their number clerk, who shall keep a record of all the official acts of the board in a well bound book, provided for the purpose." Since no official business can now be transacted by the directors except at a regular or special meeting, it seems to be even more important now than ever before that an accurate record shall be kept and kept of all the official business of the board.

A compliance with these provisions of the law will aid and protect directors in the proper discharge of their official acts.

3. ELECTION OF DIRECTORS.—Section sixty-three of the school law makes
it the duty of the township treasurer to transmit to each board of directors in the township within two days after the first Monday in April and October, a detailed statement of their account with him for the previous six months. It also makes it the duty of the directors to post these statements for the year preceding upon the door of the building where the annual election of directors is held, in order that all the voters may see and examine them. Of these two statements that made in April is usually the more important. But if the election of directors were held upon the first Saturday, it would happen half of the time that these April statements would be too late for the meeting of that year, and would be of no value except to the directors. The election could not well be held upon the second Saturday, since that is the day of the election of trustees. The third Saturday was therefore made the day for the election.

Directors must remember that on election day, in addition to acting as judges, the law requires them, as stated above, to post upon the door of the building in which the election is held the two statements received from the treasurer during the previous year; and it also requires them to make to the voters a detailed report of their receipts and expenditures for the previous year. They should also remember that a copy of their report must be filed with the township treasurer within five days of said election. [See Sec. 42.] These provisions of the law are mandatory, and a careful compliance with them will do much to interest the voters in school affairs, and to prevent confusion of accounts between directors and treasurers.

When two directors are to be chosen at an election, one to fill a vacancy and the other for a full term, the ballots should always specify which of the candidates named thereon is voted for to fill the vacancy, and which for a full term.

Thus:

"For director for full term, Richard Roe."

"For director to fill vacancy, John Doe."

4. SCHOOL LAW—CIRCULAR 8.—If your board is not yet supplied with the School Law of 1870, send to your county superintendent for a copy. You are entitled to one and the supply is ample. If you have not yet received a copy of Circular 8 issued by me Sept. 20, 1879, ask your township treasurer for it. One was sent to the treasurer for you.

JAMES P. SLADE, Superintendent of Public Instruction.

NASHVILLE CENTENNIAL COMMISSION.

PRIZE POEM.

The Board of Directors of the Nashville Centennial Commission offers a prize of one hundred dollars for the best Centennial Ode, to be read or sung at the celebration of the birthday of Nashville and the 24th of April, 1880, at the meeting of the board held on the 19th inst., the undersigned were appointed a committee to prescribe the rules of the competition, and to examine into and decide upon the merits of the poems furnished.

We have adopted the following Regulations, which received the approval of the Directors' Board on the 26th inst.

I. That the subject of the poem shall be the fact that Nashville has reached her hundredth Birthday, and no restrictions shall be prescribed regarding the method of treating the subject, nor the special incident selected. The poem may be adapted to be read or sung in chorus.

II. The length of the Ode is not to be greater than one hundred lines.

III. Competitors for the Prize must have their poems delivered, as designated in Section IV, on or before the first day of April, 1880, after which none will be received.

IV. The competing poems may be submitted in print or in manuscript. Each shall be signed with a private mark, and with no name or initials. The same mark or motto shall be placed on a sealed envelope, which shall have inclosed the name and address of the author. The poem and sealed envelope shall both be sent to Dr. T. A. Atchison, President of the Centennial Commission, by post, and not delivered by hand. He shall take charge of the envelopes, and deliver the poems to the commission. When they have decided upon the merits of the competitors, they shall report the mark or motto of the victor to the President, who shall open and read the contents of the corresponding envelope, and announce the result. The other poems and envelopes shall then be destroyed, unless specific instructions to the contrary be written on the outside of the envelope.

V. In writing out the wishes of the donor of the Award, the Committee reserve the right of refusing to grant any premium, should no poem of sufficient merit be presented.

As the best means of making this known throughout the length and breadth of the land, we have caused these Regulations to be printed, and send copies to all the prominent literati, newspapers, and literary magazines of the United States.

Newspapers and magazines are requested to call attention to this Premium, both as a means of calling out the talent of their respective neighborhoods, and of aiding the City of Nashville in its Centennial.

THOMAS J. DODD, D. D.,
Professor of Belles Lettres in Vanderbilt University,
GEORGE S. BLACKIE, M. D., Ph. D.,
President of Medical Department of University of Tennessee.
Mrs. Ex-President Polk.
Committee on Award.

For further particulars, apply to Dr. Blackie, Secretary of the Committee.

EDUCATIONAL CIRCULAR.

The Board of Centennial Directors having determined to introduce an Educational Department as a feature of the Exposition exhibit, and having assigned wall and floor space for that purpose, their Committee on Education have adopted the following directions and rules for the accomplishment of the objects had in view. The articles to be contributed shall be embraced in the following classes:

I. Paintings—crayon, line and map drawings, specimens of penmanship and pictures of school buildings.

II. Bound or clasped volumes of papers showing school work in prescribed studies.

III. Apparatus and natural history collections, school furniture, school journals, reports, and other publications.

1. Work in Class I. may be prepared according to the taste, and at the discretion of the exhibitor. If to be hung on the wall, it must be properly framed; if not, enclosed in neat portfolio or bound. Only one sample of any kind of work done by each person to be presented, and that to be labeled with the name of the author of the institution.

2. Work in Class II must be the result of written examinations to be held during the month of March, and conducted according to the plan usually pursued by the teachers in charge.

3. It is suggested that questions on each subject for examination shall be presented, both question and answer to be written by the pupil. Ordinary legal or map paper shall be used, to be written on both sides, and within the margin. On the first line at beginning the pupil to place the subject, and on the second his name and age, in years and months, and at the close of the paper the time required in writing it.

4. The papers shall be clasped or bound in convenient volumes, on the first page of each of which must be given the following information:

(a). Number of pupils in the class. (b). Average age of the pupils.

(c). Grade or year in school course. (d). Number whose work is selected.

(e). Manner in which the examination was conducted. (f). Assurance that the work was honestly done by pupils without assistance from any source.

5. In schools containing more than 100 pupils, only the work of one class or grade in one of the studies pursued shall be presented; it being left optional with teachers whether the papers of the entire number, or of selected pupils shall be taken.

6. As it will be impossible to exhibit all that may be offered under Class III, those desiring to send samples of their goods are requested to forward catalogs with the articles they wish to enter marked, and they will be informed which can be received.

7. All parties intending to forward work must communicate the fact to this Committee by the 15th of March, and all articles must be forwarded freight prepaid by the 10th of April, properly addressed to the Chairman of this Committee. The Express Companies have agreed to return articles shipped through them free of charge, and we advise this as the preferable method of shipping.

8. The Board of Directors have liberally provided for suitably furnishing the space allotted, and this Committee will see that the articles are properly presented, and return them if so notified.

In conclusion we extend a cordial invitation to schools, officers, teachers, and institutes of learning generally, and to others interested, to prepare and forward material for this exhibit and thus to contribute to making the occasion a marked era in the educational history of the State. A convention of teachers will be held on Friday, May 7, in which distinguished educators from this and adjoining states have been invited to participate, and efforts are being made to secure general accommodation rates for delegates attending it.

S. Y. CALDWELL, Chairman,
W. R. GARRITY, Secretary.
THE WORLD.

—The Journal of Didactics is the name of a new paper published at the Kansas Normal School, at Paola, Kansas, John Wherrell, Principal.

—A French scientist maintains that the generally received opinion, that snow of itself protects bodies covered with it from frost, is erroneous. He says it acts, indeed, as a screen, preventing radiation, and gives water at 0 degrees C, which filters through the ground; but below that temperature it undergoes, like other bodies, variations of temperature which may be transmuted. If, however, straw or similar substances had been laid on the ground before the snow fell, there would be a greater probability that organic bodies in the earth would remain uninjured by subsequent frosts.

—The Hannoverische Courier announces that Liebnitz's long-lost calculating machine has been recovered. Liebnitz invented and constructed this machine in 1672, during his stay in Paris. The machine has been recovered. Liebnitz invented and constructed this machine in 1672, during his stay in Paris. This machine became the property of the Hanover public library, but long ago disappeared from among its treasures. All that was known about its disappearance was that it had once been sent to an instrument maker at Gottingen to be repaired. It has now turned up again in the Gottingen Library, and through the efforts of Dr. Bodemann, the librarian of the Hanover public library, has again come into the possession of the institution.

—Number eight of the "American Health Primers," Brain Work and Overwork, is particularly valuable and full of suggestion to such as read the WEEKLY. It is written by Dr. H. C. Wood, of Philadelphia, Clinical Professor of Nervous Diseases in the University of Pennsylvania, and consequently may be regarded as authority in what it teaches. It is a plain and scientific statement of the causes of nervous diseases. It shows how we make ourselves sick, and how we may both prevent and cure most nervous diseases. Published by Blackiston, Philadelphia, (whose advertisement appears in the WEEKLY) price fifty cents.

—The "pendulum" lubricator, as it is termed, is an ingenious device, adapted for connecting rods, cranks, eccentrics, etc. The discharge of oil in this form of lubricator is regulated by the movement of a pendulum, which, in turn, is put in motion by the oscillation of the crank to which it is affixed; thus the machinery furnishes and controls the supply of its own lubricant, the personal attention of an engineer is unnecessary, and the risk of misadventure through neglect and inattention is entirely obviated, as a constant and regular supply is insured. The personal attention of an engineer is unnecessary, and the risk of misadventure through neglect and inattention is entirely obviated, as a constant and regular supply is insured. The pendulum lubricator is regarded as particularly valuable for use with engines, and the quantity of oil required for any voyage can be ascertained with unusual accuracy; there is no waste and the saving is claimed to be fifty per cent over other lubricators.

—The seventh annual Commencement of the School of Medicine of Boston University was held last week Wednesday. The graduating class numbered thirty-five, nineteen being men and sixteen women. This proportion is nearer exact equality than in any previous case. Among the graduates were representatives of nearly every New England state, New York, Pennsylvania, Illinois, Iowa, and California. Pleasant matters not set down in the printed program were a presentation of each member of the class to His Excellency, Governor Long, before the opening of the public exercises; remarks from the Governor after the conferring of the degrees by the President; and the awarding of a prize for the best essay on "The Germ Theory of Disease." Two more prizes will be awarded in this department in June. In the evening a brilliant reception was given the class at the Hotel Brunswick. Hereafter, owing to the inclusion of the summer term in the obligatory school year, the annual commencement of this department will be merged in the general University Commencement in June.

I enjoy your WEEKLY very much and always read it through and through, and never without much profit to myself. As soon as my health permits, I propose to do my duty toward the WEEKLY by doing something for it. I think the teachers of this state ought to wake up and work for a first-class educational journal.—Springfield, Ill.

No. 153 seems especially recherché—full of good things.—Pennsylvania.

HORSFORD'S ACID PHOSPHATE FOR DYSPERMIA, NERVOUSNESS, ETC.—I have prescribed Horsford's Acid Phosphate and am very much pleased with what I have seen of its action, and purpose using more of it as occasion requires.

A. C. COTTON, M. D.

THE CHILDREN'S HOUR.

CONDUCTED BY MISS S. P. BARTLETT.

[This Department may be read by scholars, or, by teacher and scholars.]

Now let me gather all the children about me, for this is our opening hour.

When I was a little girl, there was one part of a new book I was very careful to skip, and that was the preface. I wish every little girl and boy not to skip this preface to the Children's Hour, because it is a talk especially to, and for them.

You love to tell each other what you wish and mean to do; so let your bright eyes find in this greeting, what I hope we shall have, and do, and enjoy together in our pleasant corner of the WEEKLY. I think we shall count upon it for talks that shall bring us close together; short stories, sketches, verses, anecdotes to read. Good thoughts and things shall here be saved for us to remember; and happy bits to make us laugh; with some puzzles, and games, etc., now and then.

This is a preface of what we hope for, which may grow suited to our needs and wishes as we go on; for we must always remember that the best intentions may be improved upon, and I very much hope little heads and hearts will bring me their loving aid and sympathy, in the Children's Hour.

THE FIRST VIOLET.

When heaviest lay the drifted snow
The hidden leaves between,
Above, the bitter blast might blow,
But little cared the floweret low
Beneath its ample screen.

The old oak round its shoulders bare
Its tattered mantle drew,
Grim relic of the year's despair—
While, hopeful in its sheltered lair,
The budding violet grew.

Under blue skies and sunlight mild,
March, with his balmy breath,
Upon the snow-drift breathed and smiled,
And through them waked the winter's child;
Life in the arms of death.

THE RED BOX AND THE BLUE GLOVE.

I don't think any body ever heard such a queer little sigh, for the Red Box had kept up such a dismal thinking so long, that it seemed as if her heart would burst. After the sigh she seemed to get her voice.

"Oh dear me!" said the Red Box, "what a place this is, to die and be buried in, away up in this dark corner of a school closet, where I am of no use, and can do no good at all, and am so very unhappy. Little did I think when I hung upon the lovely Christmas tree, so short a time ago, with so much that seemed just what I wished, before me, that I should come to this! Chosen with such care, and given with so much love, and to such a dear little girl; I am sure I shall never forget her blue eyes if I have to live up here in the dark a hundred years. Alas! I wonder how long I can live here, any way?"

And so the Red Box came as near bursting into tears as a Red Box could. She groaned so deeply that something like a hand stirred quite close to her, and seemed to reach out in sympathy, almost making her tremble.

Presently another voice broke the silence of the dark closet. It said:

"I am the Blue Glove. Do not be frightened. You did not know I was here; but now we have spoken to one another, I think we shall both be happier. It is true I am nothing but a
Blue Glove, and an odd one, at that; separated from my twin sister, and bitterly lonely; but I am not heartless, and I should like to be a friend to you, Red Box."

"Then," said the Red Box, "tell me, if you can, what you and I are here for. I have wondered and grieved over it until I am almost beside myself."

"I suppose," replied the Blue Glove, rather sadly, "you are shut up so tight you cannot hear very well, or you would know a little of what I do. I have caught a good many words as I have lain here, from time to time; and then, I knew before I came here, a good deal I wish I could forget.

"For my part, I think I do not care very much about going back to the old school days, though this is such a dreary place I wish I could have been lost somewhere else. My dear Red Box, all little girls are not like your darling Blue Eyes; there are very, very different ones. This was my second winter of life, and I went to school every day, and I must confess to you that my own mistress was one you could never have been happy with. She used to take me among some other children, too, whose ways and words I could not love. They did naughty things, and troubled their kind, good teacher, until even a companion.

She cried, to please everyone. We can freely recommend the Puzzle Box."

"Puzzle Box."--Robina F. Hardy.

SPRING SONGS.

Wake ye, oh! wake thro' the echoing wood,
Sweet birds with songs that are blither than laughter!
Tell us once more how the Spring-tide's new blood
Flushes and mantles each dim forest rafter!

Did they not hear you, and know you full well,
They who once wandered thro' Eden's bright bowers?
Knew not the wisest of monarchs your spell,
Or as ye woke by the temple's fair towers?

Constant your voice as the radiant stars
Shining in beauty far o'er the lone mountain,
Dear to all time as the Summer-blue skies,
Fresh as the crystal light thrown from the fountain!

Yes, I can think of the millions of men
List'n'ing and loving your sweet songs before me,
Ay! and of millions more list'n'ing again,
When the long grass shall wave silently o'er me.

Blithe little birds! ye are singing to-day
Sweetest of all where our dear dead are sleeping;
There, by the old church walls, timeworn and gray,
Rising thro' bright try-wreathes round them creeping.

Over the cold dust that never again
Knoweth a care for the fast-coming morrow!
Lips that are silent, and hearts free from pain.
Eyes that have closed forever on sorrow.

Well for us all that it rings out so clear,
This your glad song o'er the low graves before us!
Bravely you tell of that Spring drawing near,
When the dark Winter of death shall pass o'er us.

Wake then, oh! wake thro' the echoing wood,
Sweet birds with songs that are blither than laughter!
Wake ye! and sing how the Spring-tide's new blood
Flushes and mantles each dim forest rafter!

THE PUZZLE BOX.

Eleven great men; fifteen celebrated women; twenty-three extraordinary children; thirty-two fine pictures; a new manner of cooking oysters; a great improvement in the cultivation of grapes; ten fashionable bonnets; and the substance of a hundred books; may all be expressed by a liquid in common use and a word of only one syllable.

REPUBLICAN NOTES.

The Weekly should be read by all teachers in the rural schools: the "hard knocks" which it continually gives to those "tony" courses of study in our city schools is working a healthy renovation and general overhauling of all such.—Supt. W. R. Bailey, Marshall Co., Ind.

I cannot think of doing without it—so many valuable hints to young teachers are found in its pages. Long may it flourish and spread its good cheer in every rural school journalism.—W. E. Baily, Redfield, Iowa.

The first copy of the Normal Question Book is making many sales, and that, too, by the side of the ———; in one case a teacher who had the use of the—free voluntarily ordered the Question Book, thinking it so far in advance.—From an Aug. 1st box.

The Weekly ranks among the ablest school journals of America, hence its popularity with western teachers. Its matter is so varied that it cannot fail to please everyone. We can freely recommend the Weekly to teachers who are looking for a wide-awake, energetic assistant in the way of a school journal.—Supt. Enoch Myers, Fulton Co., Ind.

From Paris, Ill., Supt. Harvey sends in the cash for 14 of his teachers and adds: "A contribution to your boom from a corps of nineteen teachers of this city. One other is already a subscriber." If we get fifteen-nineteenth of all the teachers we shall feel quite well satisfied.

A. C. Mason's advertisement in the Weekly pays him better than in any other paper, according to his written testimony. It must be a good thing which he advertises. Look it up!

First copy of Weekly received. It meets our views a 'T.—Vermont.

REPORTS AND PAMPHLETS RECEIVED.

—Brief Lecture Notes on Sound and Light; Prepared for the Use of Students in the University of Michigan. By Charles K. Weed, acting Professor of Physics. Ann Arbor, Michigan, Price 25 cents.

—Thirty-third Annual Report of the School Committee of the City of Manchester, together with the Twenty-fourth Annual Report of the Superintendent of Public instruction, for the year ending December 31, 1879. Wm. E. Buck, Superintendent.

—Annual Report of the Board of Education of the Columbus Public Schools, for the year ending Aug. 31, 1879. Columbus, Ohio, R. W. Stevenson, Superintendent.
"What so great crime could Aeneas, my son, have committed against thee?"
"What could the Trojans, that after so many sad deaths and disasters,"
"All of the world, just for Italy's sake, should be now closed against them?"
"Truly your promise you gave, that the years should return when the Romans"
"Hence should arise in great power, the race of Teucer restoring,"
"Who with unlimited sway should rule over the land and the ocean."
"What hath induced thee, my father, to change thy former opinion?"
"This was my solace in Troy's overthrow, and her sorrowful ruins,"
"Balancing past gloomy fortunes by fortunes more bright in the future."
"But the same fate still pursues them through all these many misfortunes."
"What is the limit, great king, that you purpose to set to these labors?"
"Surely Antenor was able, escaped from the midst of the Grecians,"
"Through the Illyrian waters, far inland where dwelt the Liburni,"
"Onward to go, safely passing the fountains, whence flows the Timavus,"
"Whence through its nine gaping mouths, with a mighty roar of the mountain."
"Here he the city of Padua built, as the home of the Trojans,"
"Gave his own name to the people, and hung up his arms in thanksgiving;"
"Now, all his cares at an end, in undisturbed peace he reposeth."
"We, thine own offspring, however, to whom thou high heaven dost promise,"
"Losing, O horrors! our ships, all gone through the wrath of one only,"
"We are cast off, and from Italy's shores are entirely excluded."
"This the reward of our trust? Do we then repose in your scepter?"
Smiling benignly upon her, the father of gods and of mortals,
With the same look with which he clears up the sky and the tempest,
Kisses the lips of his daughter, and then in response thus makes answer:
"Banish your fear Cytherea; the fate of your friends are unshaken,
"You shall behold yet the city and walls of Lavinium promised,
"And to the stars of heaven, on high bear the noble Aeneas;"
"Nor does there anything cause me to change my former opinion."
"He,—for so much will I say, since the matter so deeply afflicts thee,
"And the deep secrets of Fate unrolling disclose the far future,—"
"He shall in Italy wage severe war, and subdue warlike nations,
"And to brave people give laws, and be famed as the founder of cities,
"Till the third summer shall see him in Latium peacefully reigning,
"And the third winter have passed, since the Rutuli yielded submission.
"Then shall the boy, Ascanius named, but at this time, Iulus,
"Called thus from Ilus, name famous while Troy was still in her glory,
"Thirty full years, as the months roll away, on the throne there continue,
"Then from Lavinium change, and transferring his power to Alba,

There shall establish his court, and enlarge with great strength her defenses,
Here now for three hundred years shall the power remain uninterrupted.
In the Hectorian line, till a priestess of royal extraction,
Ilia, from the embraces of Mars shall give birth to twin children.
Fortunate in the kind care which a tawny she wolf shall extend him;
Romulus then shall succeed to the throne and establish a city
Sacred to Mars, and shall give them the name, from his own name, of Romans;
Nor do I set any bounds to their power in extent or duration;
Sway without limit is given. Nay, even the merciless Juno,
Who in her fear keeps the heaven and the earth and the seas in commotion,
Changing her plans for the better, with me shall favor the Romans.
Bringing the world in subjection beneath this toga-clad nation.
Thus 'tis decreed. The time shall arrive, in the swift flight of ages,
When by her conquering arms shall the home of Assaracus humble
Phthia, and famous Mycenae; and rule with stern sway over Argos.
Then shall arise from the Trojan blood the illustrious Caesar,
Who shall extend to the ocean his sway, and his fame to the heavens,—
Julius called, deriving the name from the famous Iulus.
"Hi m, be assured, at length, with the spoils of the East richly laden,
You shall receive into heaven; he too shall with vows be entreated.
Then shall the iron age soften and, wars through the earth being ended,
White-robed Faith and fair Vesta, Quirinus with Remus, his brother,
Justly shall rule; and the dread gates of war with fastenings of iron,
Firmly and fast shall be closed; and within shall be impious Fury,
Seated above his fell weapons, his hands drawn securely behind him,
Bound by a hundred brass chains, and with bloody jaws fearfully growling."
Thus he replies, and sends from above the son of fair Maia,
Who to the Trojans may open the land and the homes of new Carthage,
Lest from her bounds Didon, not knowing the fates, shall exclude them;
Through the vast region of air with the strong, even sweep of his pinions,
Swiftly he urges his flight and on Libya's shore is soon standing:
Now he obeys his commands, and the Carthaginian people
Lay their fierce hearts at the will of the god, and especially Dido
Toward the Trojans receives a mild spirit and kind disposition.
But with perplexing thought the night to Aeneas comes laden,
And with the dawn he determines to go and explore the new country,
If he perhaps may learn to what shore the wind has now brought him,
Who, too, the occupants, men or wild beasts, for he sees here no culture,
And to bring back the report of what he may find to his comrades.
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F. R. Furman, R. M.—Principal of Springfield High School—Athletic Education.

His Excellency, Governor Shaggy M. Collom—Oratory. (By request.)

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