THE WEEKLY.

Why do business men have so little respect for school teachers? We are sometimes told that school teachers are the worst class of "dead beats" in the country, which of course is not true; but why is it that the teachers exert so little influence in business circles?

The New England Journal of Education is lashing itself into a fine fury over Gail Hamilton's little book, "Our Common Schools." The Weekly is out of that business. It will not again attack a woman, for she is bound to have the last word. In this work there is nothing worth opposing that has not appeared in the Christian Union. The Weekly paid devoted attentions to Gail at the time, in No. 121 in two articles entitled "A Furi­ous Gail," and "Another Blast." But what was the use? She has had the hardihood to republish her Christian Union articles in book form, and that too without saying as much as "by your leave." There is no use wrangling with a woman. She is bound to have the best of you, if not in one way certainly in another.

"When she will she will, you may depend on it, And when she won't she won't, and there's an end on it."

The "Topics of the Day" mentioned among the notes in another column have been severely criticised by the New York Evening Post, particularly as to the style used by their author. The Worcester Spy publishes also what Mr. Marble calls a "funny little echo," which, in a satirical way, reflects unfavorably upon the "tracts." The Worcester Evening Gazette offers some sensible suggestions, and publishes a brief note from Mr. Marble, in which he disclaims the authorship of the papers, but "answers for them as if they were his own." All parties agree that the object aimed at is commendable, and all seem to agree also in the opinion that the language used by the writer is not most suitable for children "from ten to fifteen years old." In his communication Mr. Marble coolly acknowledges that "the writing for these 'Topics' ought to be more simple and straightforward.

We knew that before," and yet he wrote with one of those sharp­pointed pens which seem to lie nearest at hand whenever he writes for the press.

To the effort thus inaugurated and defended by Supt. Marble the Weekly extends a hearty approval. It could not be expected that the first effort should be without defect and beyond criticism, but it is reasonable to expect that there should be improvement made from month to month. It is not wise to discourage the effort because of imperfections in its accomplishment. The little beginning thus made we predict will grow into an important and widely felt influence. It opens the way to a more systematic and thorough study of the news of the day, and thus to a more general acquaintance with contemporary history. And this kind of information it is that will fit and prepare boys to become active men on leaving the school. This kind of information it is that will prevent much stupid and experimental legislation, and consequently save much time and money to the state and the nation.

Let the schools get as much as possible of the "Topics of the Day," and let a definite time be appropriated for their discussion. To be sure the teachers must use discretion in admitting party politics and questions of religion into such discussions, but no teacher is fit to teach who has not discretion, and this is only one of a thousand cases where discretion and good judgment are essential.

You who believe in the newspaper in school, send for these "Topics." They are clean, and pure, and pointed, and are prepared with a purpose.

The Sanitary Engineer, of New York, offered the sum of $500, in four prizes, to be paid to the parties submitting the four best designs for a public school-house. The conditions and nature of the offer were fully given in the Weekly in January last. The designs submitted have been examined by the committee appointed and the result announced. The first prize, $250, was awarded to Arthur T. Mathews, of Oakland, California; the second, $125, to Samuel F. Thayer, of Boston; the third, $75, to H. C. Koch & Co., of Milwaukee, whose card has appeared in the Weekly since its establishment; and the fourth, $50, to R. G. Kennedy, of Philadelphia.

Accompanying the report of the committee are the following vital recommendations:

1. At least two adjoining sides of the building should be freely exposed to light and air, for which purpose they should be not less than thirty feet distant from any opposite building.
2. Not more than three of the floors should be occupied for class-rooms.
3. In each class-room not less than fifteen square feet of floor space should be allotted to each pupil.
4. In each class-room the window space should not be less than one-fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.
5. The height of a class-room should never exceed fourteen feet.
6. The provisions for ventilation should be such as to provide for each person in a class-room not less than thirty cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts, or causing any two parts of the room to differ in tempera­
true more than 20° F., or the maximum temperature to exceed 70°. This means that for a class-room to contain fifty-six pupils, twenty-eight cubic feet of air per second should be continuously furnished, distributed, and removed during school sessions. The velocity of the incoming air should not exceed two feet per second at any point where it is liable to strike on the person.

The heating of the fresh air should be effected either by hot water or by low pressure steam.

The fresh air should be introduced near the windows; the foul air should be removed by flues in the opposite wall.

Water-closet accommodations for the pupils should be provided for on each floor.

The building should not occupy more than half the lot.

HOW HARD IS IT?

DEFENDERS of the parsimonious policy of boards of education, in cutting down salaries, speak of teachers having an easy time on account of their vacations. It would be a parallel argument to allege that laborers in a gravel pit working twelve hours a day, have an easy time because they have eight hours to sleep in, and two mortal hours to rest in, or spend holding the baby in the morning or at night while the wife is watching the pot or making the coffee. The truth is that a few hours a day of school work and five days in the week, and forty such weeks in the year, use a man up as much and a woman more than double that number of hours in any other legitimate business.

What there is so wearing and worrying and exhausting in school-teaching is a mystery. The experience of the writer is that after eight hours spent in "preparing copy" he is less fatigued than after five hours in school where he had little more to do than put in an appearance. And as to comparing teaching with manual labor, why, hour for hour, shoveling, sawing wood, or firing a coal-burner locomotive is luxurious ease. There are only two kinds of work that are harder than teaching, and they are digging in a deep shaft and listening to a stupid institute lecturer.

The hardship of teaching is not alone in the work; it is also in the thought, in the effort, in the air. In this view all consideration of preparation out of school hours is ignored. We leave, too, out of the question the worrying incident to working under an incompetent head, or tyrannical and capricious board, liable at any meeting to make laws contrary to life, liberty, and the pursuit of happiness.

EDUCATION IN TEXAS.

At Sherman, Texas, last week, a free school convention was held at which the following reforms in the present system were proposed:

The adoption of the graded school system; the compulsory attendance of scholars; the division of the county into geographical districts, instead of as now, school committees ad libitum; the levying of a corporation tax for the support of the schools; the granting of certificates without charge to teachers qualified on examination; the more rigid examination and better pay of teachers. The best advertisement Texas ever had was the magnificent grant of fifty million acres of land for the support of schools. Judging by the grant the emigrant from the northern states would naturally expect something of a school system, but was sadly disappointed in his expectations. Such disappointment is peculiar galling to one accustomed to the comparatively efficient school system of the North.

The fifty millions of acres are a wilderness, waiting like Mother for something to turn up. But the legislature is authorized by the constitution to appropriate any sum not exceeding one fourth of the revenue of the state for the support of schools. When this was done recently by a majority of one, Gov. Roberts very grandly vetoed the measure and the high hopes of a school system in Texas were knocked into smithereens.

The schools of Texas need something more than an "appropriation." The more zealous advocates of public education there favor the appointment of a state educational board and the redistricting of the state in an intelligent and comprehensive manner. This would not be difficult to do, inasmuch as the cloths of the state territory is virtually whole and it would not be difficult to cut. Let us hope that when it is cut it will not be affected by what the women folks call "bias."

PRIMARY TEACHING.

Miss Nettie E. Waugh, Peoria, Illinois.

IN mercenary transactions and business speculations of all kinds, it is a notable fact with all successful business men that the outcome of the enterprise is always proportionate to the skill and energy devoted to its prosecution and development. There are risks to be taken, chances to be met, various "tricks of the trade" to be mastered, all of which, if neglected, bespeak a future full of failure and disasters. But carefully studied and properly managed they insure the success that bountifully rewards all earnest, patient toil. With what marked attention and close scrutiny does the practical farmer select good seed and prepare the mellow earth to receive it; with what zealous care does he choose his workmen and direct them in their cultivation of the soil.

Our public school system is but a business transaction; it is but the simple investment of a pittance of the public money for the purpose of bettering our condition, not pecuniarily indeed, but in a way infinitely more important. It is to further and promote the general good of mankind by raising the standard of moral, social, and intellectual culture. The proper place for beginning the work of instruction is in the family, at the mother's knee. There should be taught a spirit of love, and the fundamental principles of truth, honesty, gentleness, and kindness. There the young mind should receive its first correct impressions, its mental faculties their first cultivation. Then the child by careful training should be led to discern and discriminate between right and wrong, to cling to the one because it is right, and to shun the other because it is wrong.

With such a home preparation our children entering our public schools would demand from the teacher only encouragement in what they had already begun, and means for developing what had already been properly planted. Then the good work of preparing the child for future usefulness would go easily and gradually along until at last we should find our daily task a mere labor of love.

However pleasing it may be to dwell upon this ideal picture of purity and perfection in parent and pupil, and conceive ourselves to be the happy governesses having royal jurisdiction in realms of innocence and bliss, yet every recurring school day shows more and more clearly the difference between the ideal and the real even in primary school work. By some peculiar fatality, many of the children who apply for admission to our primary schools have not this foundation, but come with natures unrestrained, or warped by blighting influences. Many indeed scarcely know what is meant by a home in the truest sense, one filled with the soothing influences of peace and good order; but they come from all ranks and stations in life; and the conscientious
teacher, while taking an inventory of her "stock on hand," at the same time turning aside the veil that hides from us the mysteries of the future, from the fullness of her heart must exclaim,

"Oh what shall the harvest be?"

This mixture of humanity must be reduced to one harmonious whole, from the chaotic mass of human existence must be brought forth symmetry and good order. How can this best be done? What is at the same time the most useful and most practical method to adopt is a question that must arise in the mind of every teacher, but one that nothing can answer save actual experience in school, and an inherent love for the work. True, one not impelled by a love for the children and the work should ever pass. The natural tendency of youth is to look up and love. Make it a pleasure to remember impressions more lasting than any score of later lessons and teachings, the very foundation of valuable impressions. To take the child, coming as he does, in all his ignorance, weakness, and dependence, exposed to evil influences and temptations on every hand, and lead him on through the dangerous paths of childhood and youth, and finally place him upon the battle-field of life a true-hearted and intelligent being, richly furnished with those traits and qualities which will nerve and strengthen him to "act well his part in life," is our high privilege and duty. And yet how unimportant our position appears to many. Some seem to hold to the opinion that any one can teach the little, ones, that no great amount of talent is required for that. Every time I hear the expression, I long to put the speaker into a crowded room with a few of mischievous little children, just out of baby-hood, and who have just found that their hands and feet have unlimited power of motion. Then, and not until then, will it be seen clearly that more patience, energy, tact, and perseverance are needed in the first year in our public schools than in any other. Think of it a moment. Two hundred little restless feet ever moving to and fro carelessly over the grating floor, two hundred little mischief-making hands noisefully shuffling slates and books and perchance dropping them to the floor, and one hundred little mouths each anxious to tell something to its neighbor, and then say "Any one can teach the little ones." Judging from the action of our school boards they have been yet in public opinion. Many times the "schoolmarm" instead of the true teacher is employed, and the choice is too often made on the principle of public vendue, with only the order of bidding reversed, the lowest instead of the highest bidder triumphantly carrying away the prize to the joyful tune of thirty dollars a month, inclusive of board and washing. The chagrin of being dropped for incompetency, by such a board, redounds only to the everlasting credit of the true teacher.

But despite all prejudice, the profession of teaching and the importance of primary work is gaining ground, and the time is not far off, when "to teach" will be to occupy the highest possible position in the social world, as well as the most important in the realms of moral and intellectual growth.

While therefore our duty is to labor in "the loving present," let us strive earnestly to have the result of our efforts such as will prove a blessing in the future to those around us. Let us go to our labors cheerfully and strive to act our part in such a way that we may receive from the great Teacher above the cheering plaudit, "Well done!"

ETYMOCLOGICAL OBJECTION TO SPELLING REFORM.

READ AT THE LAST MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION, AT PHILADELPHIA, 1879.

By S. S. Haldeman, LL. D., Chicks, Pa.

"One of the most useful things that can happen to a man, and possibly also to a world, is a change in its point of view."—Atlantic Monthly, Aug., 1879, p. 260.

Improvement in education, both as regards matter and method, is slow, and in our day there are localities where teachers believe that the first step in teaching a child to read, is to put him to the cheerful task of learning the form and names of the alphabetic letters, overlooking the main point—their powers and consequent function. Next, instead of proceeding to read, the child must un-
lern part of his alphabet in passing thru the dismal swamp of spelling, where, after having 1ernt the names of *dog* and *eye*, he must say, *deeh-eye-deeh* "gig," *dah-sauffer-deeh* "jag," and he is even required to spell a word which ends in /j/ with r-o-o-g-h; and thus is the stream of education corrupted at its source.

In my address of 1876,* I alluded to those who express their anxielties, the spelling of Shakespeare and Milton abut be disfigured, when he said, “It is probable that these trencher friends never saw a copy of either; and in general, the objections to a reform of English spelling come from the class using such futilities.

On the occasion of a lecture on etymology, I was asked, “How is it possible, r a spelling reformer to discuss etymology?” My reply was to the effect that language is older than spelling, and successful study of etymology must be based upon the laws of speech. To say that an altered spelling was interfere with the study of etymology, is virtual to assert that Dr. Johnson in the last century was the greatest of English etymologists, because the spelling was set aside by him—yet he was as lit of an etymologist as those who use this argument.

The great authorities in etymology have bin foneticians, who went at once to the laws of speech, as their works indicate; and in this field, Johnson has bin surpassed by Webster, Melan, Latham, and others; and recently, Skeat has issued the first quarto part of his *Etymological Dictionary of the English Language* to be modified and extended by future observers.

The day after the preceding sentence was written, the London “Academy” came to hand with a notice of Professor Skeat’s great undertaking, by Mr. Sweet, who objects to *awe* being referred to Anglo-Saxon *ögus* as being “against the laws of sound change.” He says it is from Scandinavian *tagi,* “first pointed out by Prof. Zapiria;” but they are associated by Diefenbach. Prof. Skeat is charged with “ignoring the vowel laws, when he sees two words tempting alike. Thus he connects *bliss and bliss,* *bird and brood,* without any hint of the phonetic difficulties;” but, “rightly rejecting the absurd identifications” of “bad,” with German *blut* and Persian *badab.* The work is highly praised, and Mr. Sweet says on the subject, that “Etymology is not a pursuit to be taken up by dabbler and dilettanti, as many have been said elsewhere. In his introductory lecture he connects "savage"—such and Trench himself, following Tooke, refers to the year 1635), (the word being Arabic—the first syllable the aortic), the root of ana-Iy-se as much Greek as the poet’s words, that we have never seen a copy of this, it to be expected in the first essay of a schoolgirl who had not seen a copy of either.”

*Trench* says that in spelling “analyze,” “the art of the word is cut.” He asks—“What number of readers will recognize in it the image of disposing and resolving aught into its elements,” all of which would have been accomplished with *analyse,* the idea and power of which do not lie in either spelling. But if he is such a stickler for *y* in *ana-* and *ana-,* why not let him use English and not use Latin?—all from the root of ana-ly-se—and how distinguish *luv* of *solution,* from *luv* of *dilluvial,* which Curtis and Pott make different? and how show the affinities of *lustration,* *lotion,* *dilute,* *lave,* *lavender*?

The root of ana-ly-se is Sanscrit *luv* (*louv,* *cut,* hence separate); that of *lave* is Latin *luv* (*wash*), and Pott devotes sixteen pages (p. 1294-1310 of his first volume), to these two stems. The Latin and the generic name of the otter is *Lutra,* as in *mother* or *swimmer;* but the Latin author Varro says it was named from cutting roots, which would give it the other root. Varro probably confounded the carnivorous otter with the plant-eating beaver, as Dr. Johnson defined *weasel* as “a small animal that eats corn and kills mice.” In Anglo-Saxon, *elpend* meant elephant, and *offend* meant camel.

If “analyze,” as an English word requires *y,* so does *pappy* (Holland, 1655), from *pappurius,* but without such key, *parasite* is as much Greek as *gophant.* Possible the *y* in *sylvan* (Latin *silvani,* *g* in *soregion* (Latin *sordorium*) and in *pregnable* (French prefixable), may be attributed to some tap-root theory. English has pairs like battle, battle; half, halve; excuse, excuse; purpose, propose, choice, choose; where a sonant marks verbs which accounts for the sound in *analyze.*

While Dr. Trench cling to his *y’s* with so little wisdom, he misleads his readers in citing a pair of words, as *spirit* and *spiritual,* where *spirit* is a short form of *spiritual.* It was always right and against etymology to write the short final word of words like ‘*historian*’ with ‘y,’ and it was right to use it as a short form of spirit.

In *sycophant,* of *sycophatia,* where it stands for *speech,* but without such key, ‘parasite’ is as much Greek as ‘gophant.’ Possible the *y* in *sylvan* (Latin *silvani,* *g* in *soregion* (Latin *sordorium*) and in *pregnable* (French prefixable), may be attributed to some tap-root theory. English has pairs like battle, battle; half, halve; excuse, excuse; purpose, propose, choice, choose; where a sonant marks verbs which accounts for the sound in *analyze.*

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Ignorance of the European alphabet appears in our mode of reading South African words connected with the Zulu (*zooobo*) war. “Kraal” (*kral*) is absurdly given by some orthoepists as *’kraa-l’* in two sllabs. In the name of the native jellatin, *assagi,* the Dutch pronounce each *s* purrel and distinctive (the word being Arabic—the first syllable the aortic), the *g* as in Dutch, approximating the Arabic *ghain* of the original, and the accented final *ai* as in *ailie.* In English, the last syllab would become *gaw* as in *gille*’”. So the name of a South African alligator, the *cayman,* was intended to be pronounced with *ai* of *’kind.* The *g* of the original *asagi* occurs as the initial of *hazzla* (an incursion), properly *ghazla* (with a sing English *s*). The *g* of the Italian and pronunciation *rasi* imply Italian, but the word is Arabic, the initial *i* being due to a French rattling, pronounce guttural, which replaces tru.

Altho some pretend that spelling should be etymologic, it must not cross cer-

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*Bulletin of the Spelling Reform Association, No. 1. Boston, 1876.*

*This in which, when a child is born, the father is put to bed and cared for, while the mother attends to her usual duties.*
tain senseless rules. Etymology requires final i in ‘blood’ (blood); ‘histor’ (historia); ‘stowed’ (stow); ‘tar’d’ (tariff); but a kind of superstition forbids final e, and it is introduced clandestinely by taking its doubled form ij and smuggling it in as y, and so ‘folly’ (folie) had better luck than the brute with the lion’s pelt, and seems to have the Greek ending of molly (a kind of plant) where it is etymologic.

The letters forbidden to be final were—c, i, j, q, u, v, and there were also forbidden to be doubled; hence, forms like back, due, imbue, pluck, etc., appear. It seemed impossible to have a word slay, because the pedants required a final e when the word must be pronounced slave. But in few cases common sense prevails, and we find names like Bouquet, Surface, Slave, haji, or hajj but navigators are denied the ‘vr’ accented to navvies.

Nations without ‘k’ use ‘q’ instead, but it dare not be dissociate from ‘u,’ and in borrowed words we think we must give life to this parasite, this pretended ‘u,’ and read ‘quintine’ (keenney) with it, (alio we say masketor.)

Instead of aiding, English spelling often thwart the etymologist, as in the blackboard exercises, where a useless ‘e’ interferes with the relation of truth, to true, low Saxen true.

I have now to call attention to the fact, that the opponents of rational spelling are usually anti-reformers in Latin pronunciation, thus demonstrating the worthless of their opinions on etymology. Now, so important do I regard correct Latin, that as I said (in the National Journal of Education, March 20, 1879)—‘Although, in my Outlines of Etymology (1878), the principles are drawn from English, yet I have deemed it necessary to add the Latin alphabet in an appendix, as without it, I cannot conceive of an honest etymology, either (either) of English or of Latin.’

I will now go farther, and say that the instructor who pretends to teach English etymology with the aid of a spurious English Latin, is guilty of a breach of trust; because, for example, if a 4 sound is not present in the second syllable of Latin ‘can’er,’ the English ‘can’t’ and Italian ‘cancer’ (ch as ch) are without etymology. If Latin ‘no’ (not) is to be called knew (instead of new), then it is a newer word than English ‘nay.’ And if Anglosaxon ‘na’ (no) is not to have the Latin vowel of ‘arm,’ it is of equal age with ‘nay,’ and ‘no’ would be from ‘nay,’ which is not the fact, nor is ‘nay’ from ‘no.’ If we put the vowel of clay in Latin clarus (clear) we are nearer the source than French ‘clair,’ to which German ‘klar’ word virtually is referred; and also that wood enables us to associate ‘glare’ (or glair) with French ‘clair.’

SCHOOL GOVERNMENT.

The frequent articles in the Weekly on that ever-fruitful and vital subject, School Government, have often tempted me to give some of the things learned on that subject during many years of experience. Could I have some hints in my earlier, and, indeed, later work in the school-room upon that subject during many years of experience. Could I have some hints in my earlier, and, indeed, later work in the school-room upon this woud enabl us to associate ‘glare’ (or glair) with French ‘clair,’ there would be a difficulti in accounting for ‘glow’ and ‘glory.’

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What then is this thing to be attained through government? It is to fit your pupil, your child for the time being, for citizenship; not of his own country merely, but of civilization; to fit him to obey the law, not of the statute alone, but, better, of right—which you have written in his heart. To make him one with your children whom you have taught, love, and teach. To make him one with your children whom you have taught, love, and teach.

As the teacher so is the school,” is the key to the first step. Let the teacher train himself to be what he would make his pupil. Let him build up in his own life self-poise, self-control, patience, truth, forbearance, equity, love; in

dustry, economy, neatness, cleanliness, order, punctuality. Let him train himself to love quiet tones, a calm, a pleasant demeanour, behind which is a pleasant spirit. Earnestly strive for this with a desire that will take no denial, and it will come. Live for it every day, in the school-room and out; carry it in your manner, in your government.

Place before the constant notice of your pupils the law by right. Teach them to love it for its sake alone and let your example illustrate and enforce the law. Never correct a pupil without first showing the law as applied to that case; his breaking of it, his injury to himself, to his mates separately, to the school; and then draw from him his own condemnation of the wrong, and finally of himself in that that wrong. Let your commands be requests, and, just, your decisions be final and strictly enforced, equally! without hesitation or haste, anger or timidity. Let your pupils know and feel that under no circumstances will you knowingly violate yourself; that to you right is supreme, above every other thing. Thus shall you draw them after and to you. Let me illustrate by an example which came under my own observation.

The principal of a graded school in a small Western town was pestered with a “book exchange” during his first term in that school. Among the other difficulties surrounding him was a class of “rough boys” from ten to twelve years of age who had been stung up going down stairs. Two of them, the hardest of the lot, occupied the same form. Eddie complained that “Joe has stolen my new speller and written his name in it and won’t let me have it.” Quietly dismissing all other business the teacher gave the signal for “first position and attention,” and with the eyes of the school upon him began an investigation of the case. Both boys stoutly asserted that they had bought the book with money given them. The first that he had bought the book the afternoon before and at night had left it in his desk without having his name written in it, but that he knew it by two little spots on the cover, the other that he had bought the book with money given him by an elder brother, not a pupil there. The teacher in a few brief, kind words, stated to the school the position of each boy as to the right, locked the book in his desk and dismissed the school to their studies, with an injunction not to talk of the matter. There was but one agent for exchange and no other school was getting these books at that point. The matter seemed easy, but an investigation showed one book more sold that could be accounted forunless each of these boys had bought one; but there was that about the matter which, without being tangible, convinced the teacher that there was a wrong in it. A careful examination in other directions showed that Joe had been given money but had spent it elsewhere, also that by mistake the unaccounted for.speller had been sold to a boy from a country school some miles away. These facts were reached at the end of eight days. The school was called to witness the conviction and punishment of the culprit. All pupils were forbidden to talk or play with him on the school ground or on the way to and from school until permission otherwise was given by the teacher. The boy who had had his head on the desk and burst into tears. There were other wet eyes in the house besides his. In the following days the lad seemed deserted, his cheek grew pale, his eye hollow—intense suffering showed everywhere, and appealing looks began to rest upon the teacher from every part of the room. Before the noon recess of the third day the school was again made witness, this time of forgiveness. The ban was removed, and the school dismissed. Neither teacher nor pupil will ever forget that day. It was with difficulty that the teacher could get from the room, for the pressure of loving hands and tender hearts. I cannot tell you the calm self-control, patience, and gentleness of this strong man throughout the entire trial. The effect was wonderful. His pupils saw that he himself would spare no pains to be right, and that he would humanely punish for wrong doing, and not for any other thing under the sun. Thereafter his slightest wish was their law. This lesson of self-control, and of strict adherence to the right, not only saved that boy, but it revolutionized the greater part of the school, not alone in that one affair, but in those of every day of which it was a marked exponent. They learned to do their duty promptly, prompt, punctual, scholarly, by self-control, always regarding the right.

Two years after a new pupil attempted some slight disobedience and was summarily driven from the school by the scorn of its pupils, after a fair trial, because he would not do the right. Not a blow was struck there—nothing was exacted because the teacher wished it. And yet the principal frequently left his room for half an hour without either monitor or spy, still perfect order reigned and lessons were learned that would do you good to hear recited. There was no “parroting” there. Every pupil became justly proud of his good name and good conduct. He needed only judgment and
experience to be the useful citizen. Low, gentle tones only were heard. No force was visible, yet it was there—the all-pervading force of right in the heart. It was in the teacher at the beginning, and by his government became woven into the fibre of every heart. The hasty act or word of the pupil was tried by it and himself, and he was led to make correction not only of his fault but of his life.

The force and effect of every act upon his own life must be shown your pupil—how right thoughts and right acts make right lives, and these are useful and happy ones; how their opposites bring only poor wasted lives and—misery; that they only can choose for themselves. This ability for right choosing comes only through self-control, and this through right government. "Greater is he that ruleth his spirit than he that taketh a city."  

A. FORT SCOTT, March 14, 1880.

THE SCHOOL-ROOM.

LANGUAGE.

EXAMINATION QUESTIONS.*

Grammar Department.

1. Write five nouns that form their plurals irregularly. Declare them.

2. Write these sentences in the plural form:
   (a) His wife has gone to her daughter-in-law's.
   (b) The monkey flourishes in Africa.
   (c) Rejoice, O valley!

   Re-write the following sentences, changing the gender of the nouns which represent things having life.
   (a) My brother has a peacock.
   (b) The heroine of this adventure was a girl from our own school.

3. Punctuate this sentence so that it shall tell the truth:
   "Every lady in the land
   Hath twenty nails upon each hand;
   Five and twenty on fingers and toes;
   That this is true every body knows."

4. Compare many, good, bad, little, pretty, up, large, skillful, ill, true.

5. Correct all errors in these sentences:
   (a) Richard is taller than me.
   (b) There is many men which cannot read.
   (c) You and me will go together.
   (d) I seen him when he done it.
   (c) I and Annie and you have got our lessons.

6. Write a note of invitation to your birthday party. Answer it in the name of the friend to whom you wrote it.

7. Combine these statements into one simple sentence:
   (a) I once had a friend.
   (b) She was a true friend.
   (c) She was a generous friend.
   (d) She was a noble-hearted friend.
   (c) She was a loving friend.

   Express the same fact in a complex sentence. Punctuate both of your sentences.

8. Correct: miss Jones
   Please excuse John for he kept him to home to work respectfully mrs Brown

9. Parse all the words in this sentence:
   "He shall be immortal who liveth until he is stoned by one without fault."

10. Write principal parts of these verbs: Swim, set, sit, dream, lay, write, do, go, swear, drink.

HISTORY AND GEOGRAPHY.

Time: Ninety Minutes.

1. Describe a journey from your home to the city where the Declaration of Independence was signed. Tell the route you take, the states, cities, rivers, and mountains you pass.

2. Name the thirteen original states in order of their settlement, and give their capitals.

*Prepared and used by Misses West and Halsey, Superintendents, for the graded schools of Knox and Stark counties, Illinois.
PHILOSOPHY.

Time: Ninety Minutes.

1. Define force, resistance, weight, inertia, molecule. What force has caused the bulging of the earth? What force causes water to rise in suction pump? What one makes blotting-paper serviceable?

2. Give three laws of motion, with illustration of each. Why can you not shoot round a corner?

3. Why can a boy slide safely over a thin piece of ice when, if he should pause, it would break under him?

4. Name and describe the six simple machines. Give law of equilibrium in each?

5. What power will be required to lift a barrel of pork with a windlass whose axle is 1 foot in diameter, and handle 3 feet long? How much water will it take to make a gallon of strong brine? Why?

6. Why does a chimney draw better in a clear day than in a cloudy one? Why does a piece of bread, toasting, curl up on the side toward the fire?

7. Describe the process of freezing ice-cream and give philosophy of it.

8. Describe an artesian well and explain its flow.

9. Describe the rainbow, and explain its formation. Illustrate by diagram.

10. What effects would follow if water continued to condense until it freezes? Define dew point. Why is no dew formed on cloudy nights?

GRAMMAR.

Time: Ninety Minutes.

1. Name all the pronouns, indicating the class to which each belongs. Define one of each class.

2. Write the possessive case, singular and plural, of these words: fox, lady, stratum, die, penny, cargo, axis, radius, aid-de-camp. Write a sentence containing at least two of these plural forms.

3. Make sentences illustrating ten of the most common errors in the use of language, and correct them.

4. Analyse this sentence and parse italicized words: "What effects would follow if water continued to condense until it freezes?"

5. Which will require the greater amount of fencing, a rectangular lot 100 feet long and 32 feet wide or a square lot of the same area? How do you prove this?

6. Why does a chimney draw better in a clear day than in a cloudy one?

7. Define dew point. Why is no dew formed on cloudy nights?

8. Describe an artesian well and explain its flow. Give three laws of motion, and compare five adjectives. Name five that cannot be compared.

9. Write a declarative sentence containing at least two of these plural forms. Express your work fully, but concisely.

10. Mention three noted American historians, three journalists, three poets, three educators; and tell something of their works.

ARITHMETIC.

Time: Ninety Minutes.

Express your work fully, but concisely.

1. Write all the signs used in Arithmetic, and give examples illustrating their use.

2. State the general law of fractions. Apply it to division and ratio.


4. How many yards of carpeting 34 yards wide will be required to carpet a room 35 feet long and 10 feet wide? How much will this cost at 30 cents a yard?

5. Which will require the greater amount of fencing, a rectangular lot 120 feet long and 32 feet wide, or a square lot of the same area? How much?

6. What will it cost to dig wall with a wall a foot thick, and cement the floor of a cellar 30 feet long, 24 feet wide and 6 feet deep; digging, 15 cents per cubic yard; walling, 62.25 a perch, and cementing, 50 cents a square yard.

7. What decimal part of a mile is 3 rods, 25 feet?

8. Write a promissory note, negotiable, from the following data: Principal, $257.50; rate, 7 per cent; maker, Abram Brown; payee, James Willis; given Aug. 15, 1878; due Jan. 1, 1881. Find amount.

9. What is the difference between the true and the bank discount of $1, 257.50, for 60 days, at 6 per cent?

10. A merchant sells, owing $14,560; his assets are $4,914. What per cent of his debts can he pay, and how much will he receive, to whom he owes $4,562?

HISTORY.

Time: Ninety Minutes.

1. Name and describe concisely four of the earliest permanent settlements on this continent.

2. Name the five objective points in the French and Indian War, and give result of operations against each.

3. Tell the story of the Charter Oak.

4. Describe the most important events in our history occurring in 1776. Name those of 1777.

5. Give the boundaries of the United States at the time of the Revolutionary War. Describe our subsequent acquisitions of territory.

6. State qualifications for United States President; Senator; Representative. By whom is each elected and for how long? Name the Senators from Illinois; the Representative from this Congressional District. How many Representatives has Illinois?

7. Name seven political steps leading to the Civil War.

8. Give history of "Alabama difficulties," and tell how they were settled.


10. Mention three noted American historians, three journalists, three poets, three educators; and tell something of their works.

NOTES.

—The first of the April magazines is Appleton's Journal. It contains a History of the Suez Canal, by P. H. M.; Health at Home; Part First, by B. W. Richardson, M. D.; The New Fiction, by Henry Holbeach; besides several lighter articles and serials. Fragments, Editor's Table, and Books of the Day are fresh and interesting.

—Teachers who wish to keep a record of class recitations will find a valuable assistant in the Nutshell Class Book, published by O. E. Lewis, Oshkosh, Wis. Its size is 4 by 6½ inches, and contains space for 1,600 names, calculated to last the average school two terms. The design is simple and neat. Provision is also made in the back part for a monthly Summary and Summary of Terms, in which may be shown the whole term's work. It will be sent by mail for forty cents.

—The Detroit Free Press says: "The method of teaching reading by employing newspapers and magazines to some extent in place of books, has been adopted with good success in several places, more particularly in the East. A teacher in one of the Detroit schools interested her scholars in a high degree by reading to them the history of Peter the Great, as given in the February and March numbers of Scribner's Magazine." The superintendent of public schools in Portland, Me., has recently subscribed for a number of copies of St. Nicholas for use as a reader in the schools of Portland.

—Topics of the Day is an abstract of four to six pages of the news of the day, current history, prepared by an experienced teacher, well acquainted with the capacity of children and their needs. It is issued on the first day of each month, and adapted to pupils from ten to fifteen years old. It is designed to be used in the public schools as supplementary reading. In the schools of Worcester, Mass., it has been used several months with most satisfactory results. Copies may be had at $1.00 per hundred, on application and remittance before the first of each month to A. P. Marble, Worcester, Mass.

—John Church & Co. offer a new Sunday School Another in their advertisement this week. "It seems to be quite timely. The Weekly has been of practical service to me. I value it highly as a professional help."—W. H. Smith, Bath, III.

—Arthur's硁one Reg is a five paper, and all teachers who wish to teach, and not merely keep school, ought to read it.—Sept. T. C. Gurney, Big Rapids, Mich.
THE STATES.

ILLINOIS.—Our readers will remember that the Minooska school building was burned last fall. The winter has been spent in trying to determine whether it is wiser to build a new school house on the lots owned by the district or to buy an old hotel that is offered for school use. The unloading of non-paying private property on public shoulders ought generally to be watched very closely.

Truants from the Elgin public schools are to be locked up by the city marshal.

Pekin Teachers’ Institute will discuss the advisability of a truant school at the April session. Mr. Trent leads in its favor. Mr. Smith leads the opposition.

Supt. Arnold of Jasper Co., will hold a roving summer normal. Full particulars have been received for the table we mean to publish in the early summer.

Lexington schools are to graduate at the close of this year a class of nine girls and one boy. The ratio is thus throughout the land. Cannot some thing be done to get more of our boys through the village high school?

The executive committee of the Principals’ Association will meet at Bloomington April 3, to arrange a program for the summer meeting, which will be held at Ottawa, if railroads are favorable.

Havana schools employ ten teachers. Their graduating class consisting of nearly a dozen members is the largest the town has ever had.

The victory in the Inter-Normal contest of March 11, was awarded to the Bloomington institution. The poor health of some of the contestants is noted. Several had been sick before the contest and at the time of its occurrence. Mr. Rishel of the northern school was so lame that she carried on the stage to perform her instrumental solo. The expenses of the contest were large but the receipts were much larger.

Abingdon College is about to sell under a trust deed for $5,000. The Faculty, without security, have loaned money to the institution and have worked long without pay, and now they are wondering how they shall get an old hotel that is offered for school use. The unloading of non-paying property on public shoulders ought generally to be watched very closely.

A neat cut of the school building is a pleasing addition to the program. The poor health of the contestants is noted. Several had been sick before the contest and at the time of its occurrence. Mr. Rishel of the northern school was so lame that she carried on the stage to perform her instrumental solo. The expenses of the contest were large but the receipts were much larger.

The Dental department of the University of Michigan, has one student, a lady, from Germany, who will return home after her graduation to practice her profession.

The night school at Grand Rapids has been closed for the year. The average attendance at this school was 50, and as high as 150 different pupils have been in attendance, though the number dwindled to 30 the last week of the school. The school was a successful one.

Several of the schools in the county, announces a meeting of the Ogle County Teachers’ Institute at Rochelle from April 6 to 9 inclusive. Assistance is promised by Co. Supts. C. E. Mann, Mary L. Carpenter, C. L. Graham, Co. Supt. C. L. Wells, C. E. Smith and C. O. Suender, of Dixon, A. W. Rosecrans, of Ashton, and C. W. Hawley, of Malta. Free public lectures will be given on Tuesday evening by Leslie Lewis, Wednesday evening by John W. Cook, Thursday evening by J. M. Gregory. Of course all will be first class.

The Winnebago county teachers’ institute will be held in Rockford, commencing next Monday and closing the following Friday. Dr. S. Wentworth, M. L. Seymour, Mrs. Mary E. Cray and James H. Blodgett have been engaged as instructors. N. C. Dougherty will address the institute Tuesday afternoon and evening, and John T. Ray and James P. Slade will give addresses on Wednesday afternoon. Wednesday evening Supt. Slade will lecture on Public Schools. M. L. Seymour will lecture Thursday evening on Electricity. Hon. Newton Bateman will deliver a lecture Friday afternoon and evening. This institute promises to furnish a very rich and enjoyable educational feast.

The common council of Chicago has appropriated for new school sites $600,000; for new buildings, $360,000; for incidental expenses, $75,075; for apparatus and furniture for school-rooms, $1,800; for furnishing new buildings $27,000. For the salaries of the present corps of teachers and those to be employed during the year $663,256 was appropriated; for support of evening schools, $7,000; for salaries of engineers and janitors, $54,500. Total appropriation for school purposes was $736,000 recommended to be deducted by the Finance Committee, to be distributed among the various items, as might be determined by the Council, making the appropriation $580,026.44.

In Chicago last Saturday, at a meeting of the principals of the city and suburban schools, steps were taken toward the organization of an institute of pedagogy, the object being to afford members the opportunity and means of studying the principles of teaching rather than the methods. Similar organizations exist in Boston and New York. A committee was appointed to draft a constitution and nominate officers, and to report at a meeting to be held in three weeks.

MICHIGAN.—The night school at Grand Rapids has been closed for the year. The average attendance at this school was 50, and as high as 150 different pupils have been in attendance, though the number dwindled to 30 the last week of the school. The school was a successful one.

Supt. French recently found on the superintendent’s table in the old union school-house a basket of flowers. It was from the teachers of the Marshall schools, and the card accompanying it bore these words: “From the girls you left behind you.” —Kalamosa Telegraph.

Schools at St. Clair are full and the work goes on finely. The board of education are taking steps towards the erection of a new building in the Second Ward another year. Two more rooms are needed very much.

Prof. R. L. Cummock, of the North Western University, gave a public reading in St. Clair, Thursday evening Feb. 29, under the auspices of the high school, from which it netted over twenty-five dollars.

The Dental department of the University has one student, a lady, from Germany, who will return home after her graduation to practice her profession. There are 27 chairs in the dental room, all occupied, each presided over by a student, and orders for work two weeks ahead. Prof. W. T. and Taft go from chair to chair and give instruction to the workers.

State Institutes will be held next week at Wayland, Conductor E. P. Church; Quincy, E. Olney; Battle Creek, R. W. Putnam; Maple Rapids, J. W. Ewing; Williamson, L. McLouth; Lapeer, J. Estabrook; Tecumseh, C. Z. Spencer; Big Rapids, W. H. Payne; Milford, Z. Truesdel.

Miss Ida Powers, a member of Cedar Springs union school, received so severe a shock from an electric battery on the 16th ult., that she has been unable to control her muscles ever since, and only rests by the use of sedatives.

Every teacher in Michigan is being bled just now with “Appleton’s readers a failure,” and circulars on the other side of the question, from the most celebrated of Michigan’s educators, setting forth said books as being the acme of perfection. (We omit the moral.)

The Board of Education of Lansing is in a muddle over the question whether it shall require the teachers to keep school a week after the usual time of closing, so as to make up for a week lost some time ago by dismissing the schools, or whether it shall let the city lambs go to pasture at the usual time. Mr. Carmer, one of the board, says: “It costs $300 per week to run these schools, and the board has no right to give away $300 of the people’s money.” Mr. Cole, another of the board, thought he was as anxious to save money as anybody, yet he was inclined “to let my people go,” since lawyers told him that the teachers could collect for the extra week’s work if it is required of them.

Nobody stated that the vacation had been extended for the purpose of eliminating. The meeting finally adjourned without decisive action; the latter were even suited in regard to it. The meeting finally adjourned without decisive action; but it looks as though the pedagogues are likely to have the best of it.

The fact in regard to the last item is that the Lansing school board closed the schools the last week of the fall term, to prevent the spread of diphtheria,
and now the penurious ones insist that the teachers shall "make up the time" thus lost.—Exchange.

WISCONSIN.—From Portage county institute, at Plover, we have word that there were 75 teachers in attendance. Stevens Point teachers were out in full force.

The State Journal thus wound up a long notice of Prof. Watson's recent lecture on China and Japan, which he closed with a description of the Wing Tongs.

"At this point the Professor was obliged, for lack of time, to close his lecture, much to the regret of the audience, who appeared perfectly willing to remain until morning, if this lecturer would only continue to talk."

"In an interview this morning, we learn that Prof. Watson exhibited in all fifty-three pictures photographed on the spot by the artists who accompanied the Governor's expedition. During his absence from this country, he spent five months in China, traveled in Cambodia, thence went to Singapore, crossed the Malay Peninsula, to Sumatra and Ceylon, went thence along the Comor-4

mandel coast of India to Calcutta, from which point he made a tour of India, seeing the Ganges, Himalaya Mountains among other noted localities. He sailed from Bombay to Aden, in Arabia, and thence across the Red Sea to Egypt—sailing up the Nile as far as the first cataract. His travels then extended over Palestine and Asia Minor to Constantinople. He passed across Turkey in Europe to Venice and from there, by way of Italy, France, and England.

"While in Egypt, Professor Watson, at the request of the Khedive, inaugurated a geodetic survey of that country, and also measured all the dimensions of the great Pyramid of Gizeh, by the most approved methods. In consideration of his valuable services, the Khedive sent him up the Nile in a special steamer, and the Sultan decorated him with the insignia of Knight Commander of the Jomahilah."

Evidently there is a place a man who has something to say worth hearing. Let lecture committees of the state take heed and when the time is ripe draw on the University for its astronomer and his heads and coffers both will be worthily filled.

Supt. B. R. Grogan has the following in his Educational Column in the Plymouth Reporter:

School Fund.—Art. II, Sec. X. of our State Constitution provides for the support and maintenance of our public schools. This article was framed by men devoted to the principle, that the property of the state should educate the children of all its citizens.

Each year on the last day of August the clerk of every school district in the state takes the names of all children, residing in his district, who are over four and under twenty years of age. These children are divided into two classes: the town clerks report the names of the district clerks to the county superintendent of instruction and he or on before the tenth day of October transmits to the State Superintendent the number of children over four and under twenty years of age residing in each district in his county wherein school has been taught for five months by a duly qualified teacher. In this way the State Superintendent ascertains the number of children who are legally entitled to "draw public money." This public money now amounts to over two and a half million dollars, and is derived chiefly from the following sources:

1. All fines collected in the several counties for breach of the penal laws.
2. All fines collected for breach of the ordinance laws.
3. All money paid for exemption from military duty.
4. All money paid under a law permitting the discharge of a militiaman from the service by paying the cost of the public school.
5. Five per cent on the sale of government lands.
6. All unspecified grants to the state.
7. The five hundred thousand acres first given for the Rock river canal and afterwards ten by ten by congruence to the state and fund.

The interest on the above last year amounted to $85,546 and was distributed on 475,759 children of school age, at the rate of 30 cents per scholar. The year before, it was 45 cents, and owing to the increase in the number of children in each district in his county wherein school has been taught for five months by a duly qualified teacher. In this way the State Superintendent ascertains the number of children who are legally entitled to "draw public money." This public money now amounts to over two and a half million dollars, and is derived chiefly from the following sources:

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IOWA.—Diphtheria is raging around the children of Council Bluffs.

The Teachers' District Association held a meeting at Avoca last week.

The exercises were said to be highly interesting. County Superintendent J. K. Cooper spoke on the history of civil government, and Miss McKeen con ducted an exercise in drawing.

Hon. A. Abernethy, ex-State Superintendent of Public Instruction, is writing fine articles on agricultural topics, which are extensively copied and commented upon by the press of the state.

Hon. C. W. von Ceill, Superintendent of Public Instruction, has called a convention of the county superintendents of the fourteen counties known as the first district to meet at Mt. Pleasant April 17, and continue in session three days.

At the annual school meeting of the Mt. Pleasant district a resolution was adopted asking the board, or rather instructing them, to appoint male instead of female teachers for the higher grades of the public schools of that city.

The fourth annual institute of Chickasaw county is now in session at New Hampton. Messrs. Brickenridge, Gilchrist, Hull, and Bond, and Mrs. Queivey are the instructors.

The State High School contest in declamation will occur at Iowa City, Friday, May 21.

The Orphan's Home at Davenport gets an appropriation of $25,000.

Judge Hammond, dean of the Iowa Law School, has consented to deliver the annual address at the commencement of University of Nebraska.

Sixty pupils of the Deaf and Dumb Institution are recovering from measles.

Miss Carrie M. Sweet has resigned her position in the Clinton high school, and Mrs. W. A. Bell has been appointed to fill the vacancy.

The fourth annual institute of Simpson College, Rev. E. L. Parks, is at work. Rev. C. M. Ellmore, late professor of chemistry in the Northwestern University at Evanston, has taken charge of the Latin department.

Mr. Luther Foster, for six years principal of the Monticello schools, is a candidate for a position in the Board of Trustees of the State Agricultural College. Mr. Foster is a graduate of this institution, and was by unanimous vote of the alumni of the college selected for the position.

The eight per cent interest school fund statute is now in effect in this state.

A German Lutheran seminary is to be established at Waverly.

Hon. C. W. von Ceill, State Superintendent, meets with the legislative committees of schools and is of great advantage to them by reason of his thorough knowledge of the condition of school matters throughout the state.

Items from Albia.—The Albia high school building was put under contract on the first of last August, since which the work has been rapidly pushed forward. The building will be ready to be used by the first of the next school year. When completed it will be one of the finest school buildings in Southern Iowa. It is one hundred feet square. The outer walls are broken alternately by projections and recesses; thus relieving them of the monotony of a plain wall, and at the same time adding much to the beauty of the building. It is two stories high with a basement, and faces to the west and south. The main entrance is on the west. The principal cupola stands over the west projection and contains the belfry and a place for a town clock. The south side is also surmounted by a cupola much smaller than the west one. When viewed from the southwest it presents a very imposing appearance. The building is heated by steam and is well ventilated. Each room has a separate ventilating flue. These ventilators are open at the bottom to admit cold air, which, being heated by the steam pipes within the flue, must arise and cause an ascending current. In this way a free circulation is kept up. The air remaining in the room is heated by coils of pipe in the room. The high school room is on the second floor, and is large and commodious. There are seven recitation rooms, well lighted and arranged, and a number of other rooms for various purposes, one of which is to be used for a play-room for the small children in bad weather. The old building at this place was burned in December, 1878, since then the board has been using the churches for school rooms. This arrangement is rather inconvenient, as the school is scattered too much, but under the efficient management of Mr. Valentine it is doing good work.

Mr. Amsam Collins, one of our teachers, whipped a boy in school for some offense. The father of the boy had the teacher arrested on the charge of assault and battery. He was tried before a justice of the peace. The first jury did not agree, the second acquitted the teacher. The whipping was too severe, but not so severe as to be criminal. In some cases it may be necessary and beneficial to whip in school, but, I think, as a general thing, severe punishment may be looked upon as a weakness on the part of the teacher and not a sign of his ability to govern.

W. E.

A late number of the Alliance contained a Davenport schoolboy's composition.

Mr. Z. W. Steele read a fine essay on Harmony before the Bellevue Teachers' Association.

The average attendance of the Maquoketa schools, Mr. C. C. Dudley, principal, for February, was 44.

Mr. W. W. Moore, principal of the Wyoming schools, has resigned.

Rev. A. B. Goodale, of Wyoming, recently delivered a fine lecture at Hopkinson on the "Principles of Education."

Mr. M. J. Wolfe, superintendent of Clinton county, gives school directors
MINNESOTA.—Mr. McMillan has introduced in the senate a bill for the establishment and maintenance of a school of forestry at St. Paul. In support of the proposed school, the government is called upon to grant 300 sections of the public lands of the state, to be selected by an agent appointed by the governor, with the approval of the Secretary of the Interior. Not more than two sections are to be taken from any one township, and the sections selected are not to be mineral lands. The sections are then to be sold, and the proceeds invested in United States or other safe stocks, at not less than 4 per cent interest. The capital is never to be diminished, and the interest is to be appropriated for the endowment and support of the school which shall give instruction in the science and practice of forestry, as adapted to the climate and soil of the state. Ten per cent of the interest may be set apart for the purchase of lands for experimental nurseries for tree-culture on public lands and forest-culture on timber lands, when such experiments shall be authorized by the legislature. No part of the fund or interest is to be used in buying, erecting, or repairing the school building, and unless the school is provided with a suitable building and forty acres of land for experimental timber-culture, within eight years, the grant is to cease. The state must employ at the head of the school a person of known qualifications in the science and practice of forestry, and the tuition is to be free. Pupils are to be admitted from any state. An annual report of the progress of the school and the results of its experiments is to be filed with the Librarian of Congress and the commissioner of the general land office.

The diploma and medal which were awarded to Prof. W. F. Phelps, of Winona, at the Paris Exposition of 1888, have lately been received by him. This high honor was conferred in recognition of his eminent services and ability as an educational writer and worker, and is a mark with which his numerous friends are justly pleased. The medal is of massive silver, two and three-fourths inches in diameter, in two parts, showing the obverse and reverse surfaces, with their respective designs, which are too familiar to require a description. The medal is set in a neat frame work of velvet behind glass. The diploma is a beautiful work of art, twenty-one by twenty-eight inches in dimensions, chaste in design and elaborate in execution. It is in the form of a monumental tablet mounted in a massive frame, which is profusely decorated with exquisite designs, emblematic of the inseparable union that exists between Science and the Arts and the manifold blessings which they unite to confer upon mankind. This highly wrought tablet bears the following inscription:


INDIANA.—J. C. Comstock, for several years principal of the public schools of Martinsville, Ill., is now employed in the public schools of Logansport.

The biennial election of state officers is coming around again. The office of State Superintendent of Schools is not likely to go begging, this year at least. The following is a very incomplete list of aspirants: Among the democrats are named as possible candidates, J. H. Smart, the present incumbent, who has filled the position for three successive terms greatly to the satisfaction of public school men of all parties; A. C. Goodwin, the able county superintendent of Clark county; Prof. Hopkins, of Howard county, son of Milton Hopkins, formerly state superintendent; A. E. Blount, of Tipton; M. A. Barnett, of Hendricks; A. J. Morris, of Clark; and Supt. Harlan, of Marion. On the republican side those most prominently named are W. A. Bell, editor of the Indiana School Journal; Blos, of Evansville, and J. T. Merrill, of La Fayette, the latter two of whom have both been before candidates for the position and defeated along with their party.

CALIFORNIA.—We gather the following facts from the San Francisco Public School Record, an enterprising weekly paper, which has reached its fiftieth issue:

There are 216,404 pupils in the public schools of the state; and the sum of $1,707,591.49 is annually appropriated for their education.

Miss F. M. Healy was nominated for city superintendent of the public schools of Oakland by the convention of the Workingmen's Party, March 2.

Mr. J. H. Todd has been nominated by the republican convention for the same office.

At a meeting of the San Francisco Board of Education, Feb. 27, a committee was appointed to investigate the system of kindergarten instruction—whether it is advisable to adopt it in connection with the public schools of the state, the legislation necessary, the probable cost of establishing and conducting such schools, etc., and to report at a future meeting.

A recent regulation of the San Francisco school board requires all principals to teach who have twelve or less classes.

OHIO.—So many non-resident pupils have pressed for admission into the Hillsboro high school that the opening of a new room has been demanded. The school board decide, however, not to open another at present; but twelve or fifteen non-residents will be received into the high school as now provided for. The demand for more seats is not a little complimentary to the school and Supt. H. S. Doggett, who is at the helm.

The Fayette County Herald, at Washington Court-house, makes up a good collection of items from the local schools. This somewhat rare kind of journalistic enterprise should be encouraged.

The temperance ladies of the state are making vigorous personal appeals to the local boards of education to put Dr. Richardson's "Temperance Lesson Book," and the like, into the schools. They meet with varying success, but the average result is so far, sad to say, is rather against them.

A black sheep has appeared in the rural school-teaching force of Jackson township, Pickaway—a married man, with five children. Summoned before the County board of examiners lately, with a dozen witnesses confronting him to sustain the charge of undue familiarity with his pupils, he virtually acknowledged his guilt by refusing to stand trial and by resigning his trust then and there. Happily, such fellows are rare among Buckeye pedagogues.

The superintendents and other influential teachers of the state are being besieged by postal cards to take an active part in the legislative war now raging over the school text-book bills. All measures of this kind heretofore have been understood to be killed practically; but new bills are in preparation, and the fight will probably go on to the bitter end.

OFFICIAL DEPARTMENT.

IOWA—RULES.

1. A failure to qualify is deemed a refusal to serve. See section 686, Code. In the event of the failure of an officer to qualify, the Board can declare the office vacant, and choose a successor. See section 781, sub. section 4, Code, and last part of section 684, Code.

2. There is no provision of law giving teachers time to visit other schools. Boards of Directors may, however, grant holidays for that purpose.

3. In graded schools, the proper administration of discipline requires that complaints from subordinate teachers should reach the Board, under ordinary circumstances, through the Principal or Superintendent, who is charged with the supervision of all the schools.

4. The revocation of a teacher's certificate does not stop a county superintendent from subsequently granting a certificate to the same person.

5. While Sec. 1756, S. L., 1876, provides that boards may change sub-district boundaries at the regular meeting in September, or at a special meeting called for that purpose between September and March, it must be understood that such change cannot be made so late as to prevent the notices for election from being given at least five days previous to the election, as required by Sec. 1718, S. L., 1876.

6. Chapter 8, Laws of the 18th General Assembly, entitled "An act to amend the law governing the election of Directors and the power of Board of Directors of Independent School Districts," applies only to districts having at least 12,000 inhabitants, as ascertained from some authentic source, and provides for the regulation of elections, and for several polling places. This law was published too late to be available at the time of the annual meeting just passed, but will govern hereafter.
7. Where a plan of sub-dividing the district township has been adopted by the board, and is afterward found that one or more of the divisions which the board intended to make a sub-district does not contain the required number, between five and twenty-one, the board should provide where the children living upon such territory shall attend school, until the sub-district is fully organized, and in the meantime, the board of directors will be constituted only of sub-directors of sub-districts fully organized.

8. Both houses of the Legislature have passed a bill repealing chapter 13, laws of the Seventeenth General Assembly, depiring a president in a board of six, in independent districts, of his right to vote, but one bill contains additional matter which will require the further action of the other house. Such action will doubtless be taken, but until then the present law will govern.

C. W. VON COLLIN.
Superintendent of Public Instruction.

DES MOINES, March 17, 1880.

THE HOME.

FOR THE EDUCATIONAL WEEKLY.

BABY AND BIRDS.

BY TARPLEY STARR.

Here is a little woodland picture that I found the other morning in one of my early strolls—contemplative—"Tis a poet's lesson, is it not?

I heard a glad sound coming
Through the noon still solitude;
Twas a little child went humming
A song in the cool, green wood.

The sun through the shadows straying
Caught the long fair curls unrolled,
That tossed round her head in playing
A wonderful crown of gold.

The rose on her lips just waking,
By life's morning angel kissed—
The dawn on her cheek just breaking
Like sun through the pearly mist.

She stopped in her baby singing,
And her listening heart seemed stirred,
As the woodland pulse went ringing
To the music of a bird.

Then she looked all angel-gifted
With wings as the hands outspread,
And the sunlit face was lifted
To the song-bird overhead.

Twas I and the dear wood robin
Caught the lisp of that artless thing;
"O, you sweet, you puseous wobin!
Won't you teach me how to sing?"

MY BABY OR MY DOG?

What a question for a paterfamilias to put! But how else can I put it?

"My baby and my dog," I hear some one suggesting; but, dear reader, that evades the difficulty. Baby or dog is just as much one of those alternatives that have convulsed the world as Athanasian or Arian, Guelph or Ghibelline, Cavalier or Roundhead, Shetie or Spaniel, Dizzy or Gladstone. And I wish to treat of that alternative.

Reader, I am a paterfamilias,
First, then, I will give you the character of my dog. "Of course," I hear you say, "he is a remarkable dog, or why this cog-a-three?" Not at all; I regret to have to contradict you. He is quite an ordinary dog—perfectly ordinary. The ugliest of human beings has a sort of beauty; so the most ordinary of dogs has a sort of remarkable beauty. Punch—I beg pardon, he should have had a more ceremonious introduction—is no wandering Willie, no canine prodigy, no subject for Landseer’s human animalisms. Punch is always a dog, essentially a dog—a John Bull of canine dignity; not that he is dogged in his dogginess, no! it is the natural result of his honesty. He has no pedigree—the more the dog for that perchance. He came to me from the Dog’s Home, that godsend to the persecuted. He is a short, round, brown retriever, of no particular dignity of presence, of no particular silkiness of coat. He is not ill-bred nor well-bred. In short, he belongs to the respectable middle class of dogs. He has few front teeth (he gave me permission to look into his mouth, knowing that I should not misrepresent him); he has a touch of asthma and a touch of rheumatism; he feeds sparingly, but will eat anything.

The most salient point of his character is imperturbability. He is apparently at home everywhere; no locality, no combination of circumstances appears unfamiliar to him—kitchen, drawing-room, phaetoon, guard’s van, kennel, sub-tower, pursuit of the rabbit, pursuit of the omnibus, all are alike to him. He brings the Daily News and the Pall Mall with equal contentment. The streets of London contain no novelty for him: lord mayor’s shows, steam rollers, electric lights, and menageries are dignified with a pause and a sniff; for Punch is satisfied that he has seen something very like them all before.

His master he recognizes as such with respectful deferentiality, not with obtrusive servility. He is grateful for attention, but never solicits it. Towards mankind in general he preserves a confiding and liberal attitude; strange to say, or at least, he trusts them. And why? Because, stranger still, they are always kind to him; they care about him twenty times as much as he cares about them. As he trots along the pavement, no one—not even the old women are afraid of him; he looks so sane, and his tail oscillates so contentedly. I have often wondered how he passed into this condition of mind, that mankind in general were not to be treated with distance and suspicion. Was it the result of long acquaintance? Hardly, I think, because it is just this independent attitude which disarms them towards him. Was it and is it his goodness and singleness of heart? This is more probable. Or is it some such reason as made the German philosopher remark that, amid the wickedness of mankind, it is good to look into a dog’s face and say, "Here, at least, is an honest friend?" Does Punch say, "Dogdom is full of all guile; man-kind is too stupid to be dishonest?" Who knows?

He has one weakness, and that is a cat; all his superfluity of spirits is merged in an immoderate desire to behold, run after, and bark at a cat. The love-song of that tile-haunting animal is a source of pleasure to him, even when its echoes reach the gentile atmosphere of the drawing-room—not that he ruffles the tranquillity of that sanctuary with a whine or a bark; you wrong him if you think that for a moment. He merely beats time with his ears, elevating first one and then the other. Freed from these trammels his behavior is different. The sight of a cat makes him frantic. He will rush down a whole street, not to murder one of those innocent creatures, only to bark at her and make her run away—which, by the way, she never does, for she knows it is only his joke. "Here we are again!" "Be off now, or I’ll——" represents the sum total of the bellicose operations between them. Once, however—I blush to repeat it; and yet why should I? for that has been his only crime, and one sin, be it a sufficiently heinous one, makes a man greater—is non arrasato, fecerat, illa nata—once, I say, he killed a cat; but dux femina facti, a woman was at the bottom of it. He was keeping company with a lady of superior breeding, but less morality, and she doubtless urged him on. She made it the price of her attentions. "Show me your pedigree," asked the laighty damme of the baby dog. "You are a dog," he replied, with something of the modern spirit. "Then prove me your worth by prowess in the field." "If you buy deeds my lady please," he said—and straightway did the deed. But the ghost of the victor haunts him in his dreams.

There is one habit he has which perplexes me, and seems to indicate the existence of complex mental phenomena. Each morning, as the appointed hour draws near for me to quit breezy and suburban leisure for the stifling fogs of officialism, whither it is my habit to proceed on foot, Punch becomes excited; and when at length I go into the hall, and put on my coat, his excitement is tremendous. But he does not caper about or bark in the house; this, he knows, would be unmanly. Consequently he retires into the library, and simulates indifference. He cannot, however, suppress that occasional whine of impatience, and his frequent change of position indicates the unrestful condition of his mind. Now he hears the sound of the latch, and his agitation reaches a climax. Still, however, he maintains his self-control; if the front door slams without the pernicious whistle, he yields to despondency; but if I give him leave to accompany me his joy is great, and he testifies his gratitude by offering to carry my umbrella. This side of Punch’s character I confess my inability to explain. Either he is actuated by motives of pride, which prevent his wishing to appear in the light of asking a favor; or he is apprehensive of being betrayed into an unseemly exhibition of feeling; or, perchance, like others I wot of, he will not give expression to his opinions for fear of being contradicted. Dr. Johnson remarks that our natural inclination is to obtain things in the nearest way, and that we are only cured of this by education. Punch’s conduct, then, seems to indicate a very advanced stage of civilization. So much for my dog, and I think you will allow that he is an interesting and lovable companion.

As to my baby, I must inform you that my impressions are only first impres-
ctions, the infant in question having but lately attained to the dignity of nurse.

It was the practice, old Samuel Butler tells us, amongst a people whom he calls "Chineses," who, whatever they may have been, were many centuries nearer the acme of civilization than ourselves, for the father, on the birth of a child, to retire to his bed and receive the condolences of his friends, while the mother was sent about her duties as usual. This is sensible; but what a lamentable invention of this practice exists with us! Upstairs the father is treated with ignominy, insulted by a stranger whose sex prevents him from retailing, regarded as an interloper, and scarcely even allowed to inspect the origo mali. He retires to his library, and seeks consolation in study, looking forward to meal time in order to break the monotony of the day. Time wears on. He rings his bell, which is not answered; he wants coals, but is forced to do without them; the fire goes out, and he puts on an overcoat; he is eager to meal time in order to break the monotony of the day. Dinner-time arrives; he has ordered a simple meal in order not to give trouble; theoyer is lifted, and disclosed a chop. The servant departs in haste, as well as she may; for when he inserts the knife the result is too nauseous for description. The meal has evidently not given much trouble. He rings the bell, and with a satirical emphasis worthy of a more intelligent audience, requests that "that may be removed and have the chill taken off." Next night he dines with a few friends at the club, goes to the play, and returns to find the doors barred against him. From this period of a man's existence might well be dated the commencement of a depraved career.

Such being the attendant circumstances, it cannot be imagined that a father is naturally predisposed to be favorable to his offspring; the treat-

ment he experiences during the short and scanty interviews he has with it is not calculated to increase his feelings of paternity towards it. If he asks questions, they are answered with a curtness amounting to incivility; if he makes remarks, they are regarded as the gibberings of a baboon or the mutterings of a lunatic, while it is dinned into his ears that the child is an exact reproduction of the mother, and bears no resemblance whatever to himself. That, through the inexpressible displeasure with which the sentence is pointed out, he cannot fail to be unpleasant.

Let it be granted, then, that a father who loves his newborn child must indeed have a partiality for babies. Now a baby per se I have a rooted objection to, an objection founded on a long and varied experience. Who does not know the misery of paying an afternoon visit to a young and charming mother, who thinks "you must just see baby before you go"? The bell is rung, and nurse and baby are sent for. The interval is lengthy. The mother hints that "nurse does not like bringing baby down stairs." You begin to imagine that "nurse" must be a sensible sort of person. The moments lengthen, and conversation becomes more and more impossible; you both sit facing the door, in a state of nervous anxiety. Presently footsteps are heard, and likewise those unearthly sounds which nurses imagine to be pleasing to babies.

The door opens. Now the momentous question flashes across you in all the terrible earnestness of reality. Are you to rise and rush to the door with the outstretched arms and mingled expressions of joy and gratitude? If so, be sure you can sustain your effusive attitude, for a collapse will entail upon you the charge of brutality. On the contrary, stop where you are, and you lay yourself open to the charge of brutal indifference. Here is a fit occasion for the intervention of the heavenly powers! So, when at length you are brought face to face with this terrible object, what course are you to pursue? The same dilemma again. Your inaction begets suspicion on the part of your friend, while facetious interference brings down on you the wrath of the nurse and the servants of the infant.

I am peculiarly un fitted to deal with humanity in this embarrassing stage. Some years ago I was travelling by train in a full carriage which contained amongst other people, a nurse and baby of some two years of age. This ill-starred brat fixed its eyes steadily upon me; so in a good-natured way, wishing to afford it some amusement, I made a grimace. The consequences, though flattering to my powers of facial expression, were disastrous in the extreme. How succeeded how. Nurse caught the babe to her bosom and me in flagrant delicto. The thrilling nature of the scene caused all the occupants of the compartment, hitherto strangers, to become linked together as it were, by common sympathy against a common enemy. I never should have believed that mere looks could be so potent. I was the base man! I was the desecrator of hearts and homes, the oppressor of the widow and the orphan! * * * I changed carriages at the next station.

Somebody—Sheridan, I suppose—said that of all wines he liked other people's the best; this expresses my feeling about babies. Sheridan's reasons, however, differ from mine. He liked other people's wine better than his own because he saw more of it; I like other people's babies better than my own because I see less of them. In the far West, according to Mr. Herbert Spencer, the title of father is so essential to respectability, that it is the custom to call a childless man the father of his dog. Of what moment is that step from honorary fatherhood to fatherhood proper? Shall I confess that I hanker after retrogression in this matter?

What! madam, you say I am heartless, unnatural—that I would ignore a natural law on which the whole of society is based. In short, you express your utmost abhorrence of me and my opinions. Be it so! England is a free country, and as a man may state his opinions, so may another insinuate that he thinks both them and him beneath contempt. Nay, madam, I will go a step further. Such reverence have I for the female sex, that I would give them all credit to that equal capacity to do good and evil. Let it be granted, then, that a father who loves his newborn child, who thinks his offspring; the the the title of father is so essential to respectability, that it is the custom to call a childless man the father of his dog. Of what moment is that step from honorary fatherhood to fatherhood proper? Shall I confess that I hanker after retrogression in this matter?

Unnatural! heartless! egotistical! Yes, I fear your accusations] are true. You are a very sensible sort of person, who has earned me your dislike, may allow of their owner possessing a certain sentiment towards his infant that the charitable would constitute into the gentler attributes of paternity. This egotism in me becomes metamorphosed, commercially, into a feeling of vested interest; humanly, into a consciousness of authorship. I ask—impartially, be it understood—is more than this possible for a rational creature? "Poor inch of nature," as he is there asleep, with his little animal passions translated to the world of dream—for we conjecture, by the movement of his lips, that he is plunged in visions of boundless pap—what prognostications can we discern in him of nobility and greatness? Is it not dawn without sunrise? He has the form and semblance of humanity; but what besides? Like a wooden leg in a pantaloons, there is a sense of incompleteness about him. He is fearfully and wonderfully made. He is constructed so as to wall when he is hungry, to sleep when he is sated. He is a perfect machine, and a powerful one; for he keeps the whole household in motion—not so unlovely neither. But, like a model steam engine in a glass case, what is the use of his horsewhip shall be in the hall. A generous offer! but you will not come. I am peculiarly un fitted to deal with humanity in this embarrassing stage. Some years ago I was travelling by train in a full carriage which contained amongst other people, a nurse and baby of some two years of age. This ill-starred brat fixed its eyes steadily upon me; so in a good-natured way, wishing to afford it some amusement, I made a grimace. The consequences, though flattering to my powers of facial expression, were disastrous in the extreme. How succeeded how. Nurse caught the babe to her bosom and me in flagrant delicto. The thrilling nature of the scene caused all the occupants of the compartment, hitherto strangers, to become linked together as it were, by common sympathy against a common enemy. I never should have believed that mere looks could be so potent. I was the base man! I was the desecrator of hearts and homes, the oppressor of the widow and the orphan! * * * I changed carriages at the next station.

"My dear fellow, yes; this isn't the thing, you know; it isn't the thing. You start with the enunciation of a thesis, a distinct thesis, which you treat in the most discouraging manner, and at the end you haven't really discussed your problem or recorded your own views upon the question. Form, my dear fellow, is a primary condition of art." This is the dictum of Spencer Brown, most dreaded when anonymous. Perhaps he is right. But I deny the right of my man, except Marwood—and his time has not yet come—to force me to a conclusion. There is, however, a solution to the problem. Let me whisper it in your ear, reader—but no! the problem solves itself. Listen to those sounds of infant wailing, not so hard to hear. Perchance, though, you are not a family man; then, doubtless, your compositions are models of lucid diction, harmonious proportion, clear common sense. No housemaid, big with orders from the other department, enters your study in your absence, brushes away the cobwebs of imagination, and effaces the dusty evidences of former toil, which should be the germ of triumph to come—who sees no order where order is. "Brutal housemaid! Base-minded, dull-headed wench!" you say, but that housemaid and those sounds of wailing are just as much elements of this essay as the thesis with which I prefaced it. It was not a blind, not a covert device to brie your attention. You may be anxious and enthusiastic about your ideas. You shall horsewhip me. I am at home every day at four o'clock, and I will take every care that a serviceable horsewhip shall be in the hall. A generous offer! but you will not come. I am peculiarly un fitted to deal with humanity in this embarrassing stage. Some years ago I was travelling by train in a full carriage which contained amongst other people, a nurse and baby of some two years of age. This ill-starred brat fixed its eyes steadily upon me; so in a good-natured way, wishing to afford it some amusement, I made a grimace. The consequences, though flattering to my powers of facial expression, were disastrous in the extreme. How succeeded how. Nurse caught the babe to her bosom and me in flagrant delicto. The thrilling nature of the scene caused all the occupants of the compartment, hitherto strangers, to become linked together as it were, by common sympathy against a common enemy. I never should have believed that mere looks could be so potent. I was the base man! I was the desecrator of hearts and homes, the oppressor of the widow and the orphan! * * * I changed carriages at the next station.
that I have put before you a state of things which cries aloud for reform, and for which there appears to be no practicable remedy. Let me, too, make a suggestion, a suggestion shadowy and delicately implied; for, to tell you the truth, I have some fears on the score of the Hampshire lady, and I feel bound to keep my word about the horseship. It was a main sociological principle of one of Swift's mythical peoples, that the child had no cause of gratitude to its father or mother for bringing it into the world, being a world of misery and strife. This peculiarity was attended with a peculiarly happy result: the child was educated apart from the parental roof. A reversal of premises often leads to a like deduction. My theory of the relations between father and son is diametrically different. A man, when he becomes a father, is born anew—translated, as it were, to another world. Before this his life was a little dream, a boyhood, a childhood, a certain bliss, a pure and lovely world. If society were to be among the lost, the boys of today would be lost for this generation. The following specimen is published—but not so much as a model—nor even as a sample of applications received by us, but as a literary curiosity. We have preserved it carefully for a month, to enjoy it alone, and now we give it to the public:

**HUSBANDS AND WIVES.**

A good husband makes a good wife. Some men can neither do without wives nor with them; they are wretched alone in what is called single blessedness, and they make their homes miserable when they get married; they are like Tompkins' dog, which could not bear to be loose, and howled when it was tied up. Happy husbands are likely to be happy husbands, and a happy wife is the happiest of men. A woman who has ever been a husband's child is fine arithmetic. The wagon of care rolls lightly along as they pull together, and when it drags heavily, or there's a hitch anywhere, they love each other all the more, and so lighten the labor.

—John Ploughman.

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**DEAR OLD HOME.**

*By W. H. Burgett*

1. Come, fill up high the kind—ry log, And make the blaze mount high's and high's, and high's.
2. Oh, wake the songs of oth—er days, King long and loud in cho—rus old; The win—ter's breezes must glow like May.
3. No—vember wind must loose its child; Twill shine like stars through-out hearts the bra—zen dogs. And raves and roars the win—ter fire to chill—en told.

Chorus.

Then sing, we're all at home, dear, old home, Happy home, then sing, we're all at home, sweet, sweet home.

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The numbers of *The Living Age* for the weeks ending March 6th and 13th respectively contain the following articles: The Grand Dukes of Tuscany; WESTMINSTER; The Beginnings of Greek Sculpture, PORNIGLIA; The Present Conditions of Art, Nineteenth Century; The New Fiction, Contemporary; A White Rajah, Blackburn; The Exiles of Siberia, Argosy; My Baty or My Dog? Cornhill; A Chinese Banquet, Leisure Hour; How Far Is Common Sense Attractive? Sermons by Drs. Martineau and Liddon, and Learning to Write, Spectator; with installments of "Celia, an Idyll," and "Hush Life in Queensland," and the usual amount of poetry. Serial stories by Mrs. Oliphant and author of "Dorothy Fox," have been recently begun, and the publishers present to new subscribers for 1880 the six numbers of 1879 which contain the opening chapters of both.

—The National Journal of Education says the Inter Ocean is the only paper of Chicago that is friendly to teachers. Well, now, the Weekly scolds some, but we always considered it right at heart. Newspaper courtesy seems to be among the lost arts.—The Teacher's Guide.

The following specimen is published—not so much as a model—nor even as a sample of applications received by us, but as a literary curiosity. We have preserved it carefully for a month, to enjoy it alone, and now we give it to the public:

**S. R. WINCHELL Comp**

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**Waterloo Feb 17th 1880** Dear Sir ey like too Have you send me a Catalogue ore a list of your Stock if you please send me a Ca alogue and ey could does some business our ey send as quick as you can and ey will dew my best what ey can fore you and ey think you will be sadeft with my orders send as quick as possible A Address Joseph Simon Waterlo 0 Jefferson Co County Wis

I take nine educational papers, but the WEEKLY is the most welcome of all.

A. J. Hewitt, Live Oak, Cal.

HORSEFORD'S ACID PHOSPHATE gives speedy benefit for night sweats of consumption. It strengthens the nerves and muscles, and promotes recovery,
SCHOOL-BOY ETHICS

At that early age when a boy, contemplating the purchase of his first razor, begins to emerge from the parental leadership into self-possession, and to assume the responsibilities of his own independent manhood, there is a transition stage alike interesting and risky in its ethical developments. It is peculiarly the sowing time for boys, and the trying time for parents and teachers. The mother feels something like the hen whose chickens grow web-footed and take to the water, and the father ponders with inward seriousness the question, what to do with the boy?

To begin with, considerable allowance should be made for the vituline friskings of this stage of development. There is a certain surplus of animal spirits to be disposed of. There is an acrobatic tendency, moral as well as physical. A powerful curiosity obtains to taste of the tree of the knowledge of good and evil. It builds up a boy at least one cubit to light a cigarette, and to puff it in the street is a sort of challenge, and at the same time a victory of his self-assertion that makes him feel good. It is at this period that the boy begins to resent school-boy honor, to be defied, but they are to be evaded. And on these tactics of deceptions and evasions, obedience becomes eye-service. It's teachers, his teachers, are considered with inward seriousness the question, what to do with the boy, and to give in to the scrutiny of the teacher.

This primary law of school-boy ethics extends itself into petty deceptions and evasions. Obedience becomes eye-service. While eavesdropping on the meetings of the school's faculty to compare notes on this subject, and enlighten each other on the best ways and means of ventilating and elevating the school-boy code. Is not the moral tone of the school discipline itself sometimes at fault? Does not the suspicious and police-like espionage of some teachers lead to ways that are dark on the part of the boys, by breaking down a manly self-respect, and thrusting aside that ingenuous openness which belongs to the mutual delicacy of gentlemanly intercourse? Is not the marking and prize-winning system too often a hot-bed of unhealthy character? Is it quite fair to dull and plodding boys who, as Prof. Huxley said the other day in distributing prizes to the "University college school-boys" in London, "would probably be nowhere in an examination, and who yet exert a great influence in virtue of what is called force of character?" Are such equitably weighed in the scales of examinations and reports? Have character and the education of character their just relations to scholarship in the conduct of our schools? It is a good thing to have high recitation and marks and put them in a nice volume for permanence. —Dr. Louis M. Tompkins.

I am more than pleased with Prof. Howland's translation of Virgil's Aeneid, as appearing weekly in your paper. I hope he may complete the entire 12 books and put them in a nice volume for permanence. —Dr. Louis M. Tompkins.

I cannot think of missing a single number of the WEEKLY. Never intend to be without it so long as I teach. —Mt. Sterling, Ill.
The Educational Weekly.

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