incompetency is something novel in this section of the globe. Dismissals usually take place for anything but incompetency. Why, bless you, in the latitude and longitude of Chicago incompetency is the highest possible qualification. To have a mind of one’s own or anything in it is a serious drawback to a teacher in this locality. Everybody here is concerned for his or her position, unless indeed his brain is so deficient of convolutions as to be unable to take in the situation. Would that the Minnesota regents could hold a session here.

There is an alarming genius by the name of Bast at the head of the schools of Sheboygan, Wis. The light of his wisdom might be hidden forever among the lumber piles of that port did he not have the enterprise to get out a “Course of Instruction in the Public Schools,” of that pan-provoking burg. Talk about the Quincy plan! Why, up in the wilds of Wisconsin there is a plan in operation to which the Quincy plan can not hold a candle. Witness: In the introductory remarks of Supt. Bast the following observations occur: “The object of our public schools is to so develop and train every one of our children’s mental faculties as to enable them in due time to wander themselves alone the path to happiness, usefulness and prosperity.” Teachers solemnly notified, “While laboring faithfully and patiently to teach in class they will conform their language to the Websterian orthoepy, syllabification and rhythm.” But in the next breath they are told to be “always mindful that the vernacular of the majority of their audience is not the English tongue.” It will be an interesting question in the curiosities of English literature what the vernacular of Mr. Bast may be. At present we shall let our readers off with a couple of extracts from the “opening and concluding exercises” of this wonderful school system of Sheboygan:

Object.—Inculcation of the knowledge of the powers of the human soul, their virtuous use and vicious abuse; to bring out integral manhood, together with relevant scientific training.

Method.—Orally delivered disquisitions, or reading of written essays, or befitting declamation by pupils, on topics given below.

Here follows a series of twenty-six paragraphs of topics in which phrenology is laid waste, moral science ransacked, the catechism foraged, and tribute laid on all known and unknown departments of philosophy, for terms. But enough for the present. We shall pay our respects to Supt. Bast again.

A FALLEN FLOWER.

ONE of the saddest observations of a thoughtful person is the glorying of parents over the educational precocity of a deceased child. “She was ready for the sophomore year in Vassar when she was taken sick,” she had read Cesar and Salvist, six books of the Aeneid, besides the Georgics and Bucolics; she was familiar with many of the odes of Anacreon; and knew the select orations of Cicero almost by heart; “she had not neglected the mathematics, either; she could demonstrate any proposition in the first six books of Davie’s Legendre before she was thirteen; and had passed affected quadratics at twelve.’ But she is dead! And such is the mystery and fatuous perversity
of the human heart, and especially the parent's heart, that it
dwells with morbid delight and gloomy dalliance upon the cir-
cumstances which preceded and confessedly precipitated her un-
timely end.

She was beautiful; she was gentle; she was affectionate; she
was high-minded, noble, ambitious. The efforts of class-mates
and the inherent difficulties of the numerous studies she had on
hand only served to excite, stimulate, and exhilarate her. The
fever of study was only preliminary to the bodily fever that burned
up her flesh, dried up her blood, consumed the delicate filament
of her lungs, scorched her weary and exhausted brain, and with-
ered her young and hardly awakened heart.

She is dead! and the parents gloat over the list of studies at
high-priced and pretentious schools that so largely contributed
towards ending her charming life and left a void in their own
lives that nothing but infirmity can fill up, nothing but eternity
what matter the consequences in after years? A free horse should
towards ending her charming life
of her lung s, scorched her wea ry and exhaus ted bra in, and
without the public schools. are bad enough, but the private schools
are. l'haking

It ends with the efforts of the

We are shaking off the bonds of spiritual superstition, spiritual
blindness, fanaticism, and frenzy; but we are in danger of giv-
ing way to an educational frenzy that will be much more injurious,
for usually superstitious people make fools only of themselves,
but educational maniacs are given to destroying their own chil-
dren and the children of others. The pedagogical Abraham has
the knife uplifted over the little defenseless Isaac of our rising
generation. May the angel hurry down to save the child and
turn the credulous old fool from his purpose with flattery and
firmness.

**BALLOTING IN BRITAIN.**

A PROPOS of the election in Great Britain and Ireland a few
of the peculiarities of their system may not be unwelcome to
some of our readers. The limit of the life of a parliament
is seven years, but it may be dissolved at any time by the queen
at the suggestion of the premier. When the administration
is defeated in any important measure, the government resigns
and the queen calls upon the leader of the opposition to form a new
cabinet. When a general election is declared writs are issued by
the Clerk of the Crown to the sheriffs and the latter give notice
of the election.

Constituencies are divided into three classes—counties, bor-
oughs, and institutions of learning. A borough corresponds to
an incorporated village in this country. The suffrage is restricted
to a property qualification, paying a rent of £2 in the counties
and £4 in the boroughs being the test of an elector. In
Scotland there is what is called household suffrage, the nearest
approach to manhood suffrage in the United Kingdom.

There is no caucus system such as we have, no machine, no
primary elections. The candidate stands out prominently. He
is usually a landed proprietor or his son, or a neighboring noble-
man or his heir, or some one distinguished for eminent ability or
wealth or an obscure person selected by a popular leader and
democrat to follow his lead unquestioningly in parliament. The
nomination is made quietly in the court house on one day and
the election takes place on the next. The nomination is made
by one elector and seconded by another. This put on record
makes an eligible candidate. A conducting officer is appointed
by the sheriff and a conducting agent by each candidate. The
vote is by ballot. The ballot is a piece of pasteboard made to
fold and seal with the names of all the eligible candidates print-
ed on it.

When the elector receives his ballot from the conducting offi-
cer he retires to a room alone and checks off the candidate of his
choice, folds and deposits it in the box free from any species of
intimidation. The secrecy is absolute and is enjoined on even
the voter by penalties in case of boastful disclosure.

It is no breach of delicacy in a candidate to solicit votes per-
sonally and the purchase of votes is general and notorious. But
the price is high. A vote need not bring less than £10, $50,
whereas in Chicago at the late municipal election the price was
50 cents or even 25 cents, if one could have the face to offer so
small a sum.

Candidature is not limited by residence as in this country; a
candidate may "stand" for any seat or several of them, and if
defeated in one precinct he may try again in another as the poll-
ing takes place at different places on different days, although
in this election the voting had to cease by the 14th of April.

When a party is in a hopeless minority the seat of the domi-
nant candidate is not contested. This saves money to both par-
ties but prevents the exact party strength from being determined.

Personal abuse of candidates is not at all indulged in; yet the
average campaign literature is no better than ours. It is flat,
thin, shallow, lacking the argumentative force and anecdotal point of our stump-speech oratory. A company of American campaign orators with a gleed club could go over and carry all England on any issue. Rioting at political meetings and elections is much more prevalent there than here, and it is by no means confined to Ireland. Sticks and stones and marrow-bones, damaged eggs and cabbages are the favorite implements of warfare. But they have a great advantage over us in the fact that their elections come at irregular and uncertain intervals. With them politics is an acute disease; with us it is chronic. With them it is a rocket; with us it is a slow match. Their members of parliament are unpaid and legislative corruption is unknown. There are no fat takes in the shape of jobs, claims, and appropriations for purposes of corporate gain or private nest feathering.

**THE LIBRARY.**

*Four Lectures on Early Child Culture.* By W. N. Hallmann, A. M. Milwaukee; Carl Doerflinger. 12mo, pp. 74.

The lectures are, I. Laws of Childhood; II. The Soul of Froebel’s Gifts; III. The Specific Use of the Kindergarten; IV. The Kindergarten—a School for Mothers.

Mr. Lincoln once listened to an article, the author of which at the end of the reading asked his opinion of it. “Well,” said he, “some people like that kind of thing very much; and for that kind of people, I shouldn’t wonder if that article was about the kind of think they’d like.” This book is full of turgid sentimentality and an affection for philosophy; a great deal of talk about the half-steady stages of boyhood and girlhood—represented in the cylinder—to the firm character of manhood and womanhood for which the cube furnishes the formula.”

On the next page we learn that the proof that Froebel was inspired to be found in twirling a cube on an axis: “and when, on the other hand, we revolve the sphere, and see that—try as we may—it will ever remain the same, we learn that all-sided animal-life is, indeed, the highest manifestation of existence, that death means decay, and that only all-sided development can keep us from this.”

If anybody likes that kind of thing, as Lincoln said, there’s enough of it in this book. We think that kindergarteners need to be saved from silly friends.


Whoever buys this book wastes his money; whoever reads it, his time. It is directed against spiritualism, and presents many facts and reasons that are fairly to be urged against it; but the author is unfair, narrow, ignorant, and intolerant. Discursively, he attacks the doctrines that God is immaterial, and that the soul is immaterial and immortal. The scientific (?) knowledge which he parades throughout the book, and which he offers as a “key,” may be judged by samples:

“Mineral and animal magnetism are identical.” (pp. 66, 68.)

“The muscles are principally a bundle of nerves.” (68.) He says that if a frog’s muscles be made to contract by a galvanic battery they will be found much lighter than before because “they have lost a portion of the phosphates, the substance of which the nerves and brain are composed.” (68.) The brain and nerves are not composed of phosphates; the asserted change of weight would be slight; and would depend upon much else besides loss of “the phosphates.”

Here is a discovery that throws all physiologists from Harvey to Virchow into the shade: “It is also a fact that the motions of the brain in carrying on the functions of life may be distinctly heard by any two individuals, if they put their ears as close together as possible, shutting off the outside ear with their hands.” (70.) “Shutting off the outside ear” is rich; but as to that noise, any one may hear it in a single head if he will stop both ears; it is the sound of the movement of the blood in the great vessels that pass near the ear.

Mr. Mitchell, like most other sciolists, is greatest when he mounts the hobby, “Electricity.” “The very nature of electricity is to decompose whatever substance or body it enters.” (69.)

“If there were a sufficient quantity and variety of quality of electricity charging our planet, everything it contains, as well as the mineral planet itself, would become simple electricity.” (p. 113.) All which is unmitigated nonsense.

Perhaps we waste time showing this up; but this is one of those books which do harm by their pretense of knowledge, and impose upon the ignorant.

—*The Normal Educator* bails from Valparaíso, Ind., Vol. I, No. 1. It is to be published semi-monthly, at $1.10 per year. It is published in the interest of Brown’s mammoth Normal School, and is conducted by B. E. Shawhan, who begins his work with good promise of success.

—Thompson, Brown, & Co. have in press to be issued late in April a new work for primary instruction, by Henry E. Sawyer, associate principal in the State Normal School, New Britain, Conn., to be entitled Words and Numbers. The work is quite novel in its character, the design being to combine in one book, with suggestions and models for teachers, the subjects required for the second years in the primary schools so that no other book but a Reader will be needed.

—S. C. Grigg & Co., who will have ready about May 1 Dr. Winchell’s new book, “Preadamites,” report that it is already attracting considerable attention, and that they are already receiving advance orders. A well known critic of the Chicago Press, who has been reading the proof-sheets says: “The subject from the outset is managed in such a way as to enchase the attention of the reader whatever be his prejudices or proclivities. His strong and bold opinions upon the origin and development of the races of mankind are striking and interesting beyond question, and they are fortified by a great mass of testimony procured through immense research.”

—The *Nineteenth Century* for April contains: The D. City of an “Imperial” Parliament, by the Right Hon. Robert Lowe; Common-sense of Home Rule: I.—A Reply, by E. D. J. Wilson, II. A Rejoinder, by Justin McCarthy; The Deep-Sea and its Contents, by Dr. W. B. Carpenter, F. R. S.; Agnosticism and Women, by Mrs. Lathbury; A Non-conformist’s view of the Election, by the Rev. J. Guinness Rogers; Days in the Woods, by the Hon. the Earl of Dunraven; British Interests in the East, by M. E. Grant Duff; The Present Crisis at Guy’s Hospital, by Margaret Lonsdale; Native Armies of India, by Lieut. General Sir John Adye; Religion, Archaic and Semetic, by the Right Hon. W. E. Gladstone; Imperialism and Socialism, by Frederick Sisemore; Sun-rise, A Story of These Times, Chapters I, to V., by William Black. Price 20 cents. Published monthly, $2.25 per year. George Munroe, 17 to 27 Vandewater St., New York.

—Messrs. A. S. Barnes & Co., New York, will issue in a few days No. 11 of their “Atlas Series of Essays,” edited by Mr. H. B. Barnes. The subject of this number will be *Theological Dictat*. It will contain essays on both
The Educational Weekly.

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LIGHT IN THE PUBLIC SCHOOLS.

The following are the concluding remarks of Dr. C. J. Lundy, of Detroit, on a paper on "Light in the Public Schools and School Life in Relation to vision."

In conclusion I would add, by way of recapitulation, that if we would prevent, to a very great extent, the ill effects which school life and close application to study exert upon the sight, the following should be observed:

1. Lessen the hours of study and shorten the sessions of study for pupils under 15 years of age.
2. Provide an abundance of light—from the left side if the room is quite narrow—from both sides if the room is wide—but do not allow the sunlight to fall directly on the book or paper.
3. Ventilate the school-rooms thoroughly and in accordance with the most approved methods.
4. The pupil should sit erect, and hold the book at least 12 inches distant.
5. Pupils should avoid whatever causes a congestion of the head, face, and eyes, such as tight clothing, cold feet, the stooping position, etc.
6. Pupils should not study during recovery from illness or when suffering great bodily fatigue.
7. Text-books and readers should be printed in good ink and with a clear, bold type, about the size of long primer—a little larger than 1/16 of an inch.
8. Pupils should avoid everything which has a debilitating effect upon the general system.
9. Exercise in the open air should be taken freely, and every precaution should be used to keep up the bodily vigor, something which is too often neglected. An education is dearly purchased whose price is a shattered constitution and a ruined eyesight.

THE FREEDOM OF THE TEACHER IN FRANCE.

Pres. George F. Magoun, Iowa College.

Since I wrote something for the Weekly on this subject further accounts of the debate in the French Senate have come to hand. With the views of those who regarded Art. VII of Mr. Ferry's Bill as an inadequate, because indirect, method of driving Jesuit teachers from the country, we need have nothing to do.

"The Waddington Ministry," says an English journal, "considering that the worst evil to be feared from Jesuitism is its influence over education, thought it proper to meet that evil without incurring the charge of persecution, if they could prevent the employment of any members of the order in schools or colleges." Indirection is always a blunder. If the old French laws (back to 1793) authorized the expulsion of the order, the manifest and most straightforward way to do it was through them. M. de Freycinet who does not seem to be so hearty in supporting Art. VII as Jules Ferry, declared that if it was rejected the old laws must be enforced; but this had no effect on the Senate. His hair-splitting about its bearing not on individual teachers, but on the religious associations to which they belonged, (as if the teachers would not be turned out of school if the associations were) was idle; and his politic suggestion that all the 20,000 pupils affected—in other than state institutions—need not be turned out at once, was disregarded. The blow at the liberty of Protestant as well as Catholic educators could not be concealed. His worst saying was this: "In the opinion of the Government, non-authorized associations, religious or otherwise, have no right to exist."

Without drawing pecuniary aid from schools sustained by any Churches, refusing religious instruction in the schools of the State—all that is one thing. Forbidding citizens to worship God, or to have their children taught according to the dictates of their own consciences is quite another. "Under this law," writes an American clergyman in Paris, "the State will reserve to itself the exclusive right to examine candidates for university degrees, and to confer the same." Nobody will question the
right of the state to examine those whom it has taught, but to com­pel others, with whose teaching the state has had nothing to do, to go to the State university examiners, is sheer tyranny, though attempted in a Republic. To attempt to accomplish the same end by indirection is no better. Those who are competent to teach are competent to confer degrees signifying meritorious proficiency. This is the American principle, established when the power to graduate their own students was given to Harvard and Yale, instead of conferring the degree conferring power for American candidates to Oxford and Cambridge. No wonder Laboulaye and others saw in this scheme of M. Ferry, “the infringement, if not the sacrifice, of individual liberty and natural rights.” No wonder the Senate “listened with sympathy and applause to M. Dufaure as he expounded liberty of teaching, and condemned the clause as reactionary.” It was so in the worst sense.

M. de Freycinet’s avowals are pronounced in England as “be­wildering to the English mind.” The fact that such a proposal as M. Ferry’s as “urged by a Republican Government, incited specially by its more radical supporters,”—as is said by the English journal quoted above—“only shows how very different are the ideas of liberty entertained on opposite sides of the channel.” According to American ideas, Art. VII was simply a deadly thrust at liberty in the persons of all teachers save those to whom the state was to give the monopoly of education. And also at all religion. Even Japanese rulers can do better than some Frenchmen. The new Japanese Code, after describing what shall be taught in schools, and that all shall be open to inspection, provides that, “It shall be lawful for any person to establish any of the schools above enumerated.” Compare with this an Article of Ferry’s law which has hardly been noticed, Art. VIII.

“Un établissement d’enseignement privé, aucun association formée en vue de l’enseignement supérieur ne peut être reconnu d’utilité publique qu’en vertu d’une loi.”

M. Edmond About declared in the Nineteenth Century for September that under this law “Higher education is free;” “we have all of us a right to compete with the State faculties.” France has, besides, say, 650,000 Protestants out of 36,000,000 of people. Of these it is said that 640,000 belong to the Reformed Church, and 10,000 to other bodies. Suppose under M. Ferry’s Act, with a Government of Calvinists, a Reformed College or Theological Seminary were started, one attempted by the minority of 10,000 other religiousists, or by English or American Christians obnoxious to a Government of Positivists opposed to recognizing by law, any religious institution, where does freedom come in? The Government, says M. About, must exclusively “confer diplomas which procure access to public offices.” But how about those, like ours in America, which do not? “A fair and honest competition in the domain of knowledge and talent” cannot be had otherwise, he maintains. We have had it always without any such state monopoly of degrees.

The author of “France since the First Empire” thought the struggle in France was going to be “not between the Republicans and Monarchists, but between the Church and Voltaireans; the one conflict in which, he thought, the Liberals, being false to their principles, and fighting persecutors with persecution, might be repeatedly, though for short periods, defeated.” Ferry’s Bill passed the Chamber of Deputies July 9, 1879, by a vote of 362 against 159. That looked like “fighting persecutors (and non­persecutors besides) with persecution.” But Art. VII was defeated in the Senate, March 9, 1880, by 148 nays to 129 yeas. The better Liberals of France were not false to their principles.

THE ROMAN CATHOLIC QUESTION.

To understand the papal policy on education, one must ap­preciate the difference between our common schools and those of Rome. It is well to compare them intellectually and morally, in their aims and tendencies, their principles and results; in their influence upon the character and future of the pupils, and their effect upon the respectability, safety, and prosperity of the State. This necessity is forced upon the intelligent Roman Catholic fathers and mothers who know that a papal decree on mixed education has no infallibility, who value American institutions and the rights of their children as American citizens, and who look with parental care to their fitting instruc­tion………

Let the Jesuits once become to the State, as regards education, an imperium in imperio,—let them, independently of the civil power, determine the character of the studies and the selection and approval of the teachers, taking care, as the Syllabus directs, that the schools shall not be in conformity to the will of the rulers or the prevailing opinion of the age, but shall be joined to the Roman Catholic faith and the power of the Roman Catholic Church,—and on the principle that he who controls the educa­tion of a country controls its future, they may with reason regard their hoped for control of the schools as the capture of the out­works and bulwarks of the Republic, whose guns may be turned against all that shall remain of its political and religious freedom………

But the antagonism between Christian teaching given in our public schools in regard to chastity, truth, and justice, etc., and that authorized by the Pope on these points, is, as will presently appear, very striking; and the views of the Roman Court as to the intellectual education which they approve for their subjects are equally opposed to those of the American people for what they demand for their children as the future sovereigns of the Republic………

Cardinal Cullen, in his evidence before the Educational Com­mittee, given in their report of 1870, frankly stated his opinion that education should be limited to the three R’s, the reading of the scriptures, and the history of the Church. Too much education would make the poor discontented with their lot, and unsuit them for following the plough, using the spade, hammering iron, and building walls.”………

A view similar to that of Cardinal Cullen was expressed to Mr. Dexter A. Hawkins, of the New York bar, by His Excellency Cardinal Antonelli, who said “that he thought it better that the children should grow up in ignorance than be educated in such a system of schools as the State of Massachusetts supports. That the essential part of education was the catechism; and while arithmetic and geography and other similar studies might be useful, they were not essential.”………

Without referring to similar statistics abroad of reformatories and industrial schools, we find at home census and police returns all telling the same story,—that Roman Catholic schools, as com­pared with our own, are propaganda of ignorance, superstition, vagrancy, pauperism, and crime; that they endanger society by recruiting the dangerous classes; that they burden society with a load of taxation, and that they endanger the stability of our institutions by debasing our civilization. We shall presently ask how far those influences are accounted for by the character of their teachings.

Mr. Hawkins has shown from the United States census of 1870 the comparative number of illiterates, paupers, and criminals, to
every 10,000 inhabitants, produced respectively by the Roman Catholic parochial schools, the public schools in twenty-one states, and by the public schools in Massachusetts. When they are arranged for more easy comparison, it is easy to appreciate the objections of Alderman Reardon and his friends, of Cambridgeport, to transfer their children from the state schools of Massachusetts to that of Father Scully.

TO EVERY 10,000 INHABITANTS, Illiterates. Papists. Criminals.

Roman Catholic Schools 1,400 410 160
Public Schools, 21 States 352 170 75
Public Schools of Massachusetts 71 49 44

He also showed that in the state of New York the Roman Catholic parochial-school system turned out 3½ times as many papists as the public-school system.

To an American who has not marked the progress of the Roman Catholics in America and their plans as recently developed, the idea of the Jesuits confronting the Republic as it enters its second century with an intention that they are about to control will seem strange as he recalls the eventful history of that order which has won in turn the detestation of all nations and the condemnation of the Church of Rome.

To-day the revived order appears to be at the head of the Church of Rome. The dogma of infallibility is pronounced the logical result of its existence. Dr. Manning represents the Jesuits as leading the mission to England to subdue the will of that imperial race.

In America we are told that they have captured our great cities; that by their agents they manipulate the press and secure its silence; that they have revised for the American Encyclopedia the history of their intrigues and persecutions; that they have driven the Bible from the public schools, arranged terms with party leaders, secured grants of lands and moneys, and annual subsidies in the shape of charities; that they have begun to assert the supremacy of the Church over the State, and are prepared for greater triumphs.

That there is to be a struggle, and a hard one, for the control in our Republic between the people constituting the state and the ecclesiastics who represent the Roman Church, no rational man who understands the situation can for a moment doubt. In the light of history and reason it seems equally clear, either that the struggle is now to be decided by maintaining against the opposition the supremacy of the state in its right of education intellectual and moral, in its administration of justice, in the safety of the people, to transfer their children from the state schools of Massachusetts to that of Father Scully.

Personal Magnetism.

By Mrs. Sarah M. Wyman, Ashley, Mass.

EMERSON says "A man succeeds because he has more power of eye than another." One teacher commands perfect attention in a class, another reproves and threatens, but still the hands are useless: knowing glances are exchanged, questions misunderstood, answers indifferently given, and when excused, the class go listless and careless to their seats. One teacher rises to speak, and every eye is riveted upon him; another fan's no response on the part of his inattentive pupils. What is the difference? One has that magnetic power which flashed from the eye of Patrick Henry, when first he woke to life, thrilled his audience, and changed to alarm the snakes of the confiding clergy. The other has it not.

It is an assertion truly made, that among the teachers in our community, many more fail of success from a want of controlling power, than from ignorance of what they attempt to teach. How often, especially in the country, do we hear the remark: "There is no order in the school." Yet this is the very school where there is the greatest apparent effort to maintain order. Scholars quickly measure a teacher. One rule is sufficient to find the solid contents of the man.

Personal magnetism can no where achieve higher results than in the grand experiment which assimilates mind to mind, drawing out every faculty, curbing unrestrained impetuosity, quieting excited nerves, spurring on the indifferent, and helping to develop a symmetrical manhood. The teacher who possesses the ability to do this in a high degree has complete control over his pupils. Even thought is molded much after his will.

Plutarch relates that Thucydides, when asked which was the best wrestler, Pericles or he, replied: "When I throw Pericles, he says he was never down, and he persuades the very spectators to believe him." Many a modern teacher is a Pericles, with an influence which the Greek statesman never knew.
To teach a little Latin or mathematics is no great matter, but to reach the inmost life of a boy, to infuse a love of knowledge into his heart, to inspire him day by day, with an increasing aspiration for all that is good and great, and a hatred of whatever is mean and low and dishonest and irrevocable, is only achieved by the earnest worker, and the more effectually, in proportion as he possesses this power of mind which controls mind.

But magnetic power is inherent in the person, says one, and cannot be acquired. Shall every teacher retire from the field, who has not this remarkable qualification for the work? True, it is God-given—akin to genius. Still, something approaching it may and will be acquired by the teacher determined to excel. By reading the authors and publications of the day, by visiting schools and noticing their peculiarities; by thinking upon and criticising his own work; by calmly considering his failures and searching out the cause; by husbanding every little act and word that brings success; by keeping all these, and many more, picked up in various places, stowed away for use, when the opportunity demands, every teacher will approach nearer and nearer the goal of his own ambition.

The determined teacher knows whenever anything is wrong. He looks steadily at the situation, thinks, plans, executes, succeeds. He is equal to emergencies; if he does not possess power of control, he works till he gets it, always remembering that first of all, he must control himself.

Most teachers talk too much. There is more weight in a look than in a word; more force in a gesture than a threat; more execution in an action than a command, and more controlling power in the atmosphere around the man than in words, threats, and commands, all put together. The personal influence of a great teacher is greater than anything he says or does.

I have somewhere seen it stated that a few years before his death, Daniel Webster was at the Abbot festival in Exeter, when he spoke of his obligations to his teachers, especially Joseph Stevens Buckminster, with tears which he could not suppress. There may not be another Daniel Webster, to recall with pathos and power his obligations to others, but there are thousands of lives into which a teacher's influence is so interwoven that were it suddenly removed, they would be as a suspended web, with the filling torn ruthlessly away.

"WINNOWING MACHINES."

Some time ago the Inter Ocean published a paper on "Winnowing Machines," meaning thereby the editors who read and reject or accept manuscript for publishers, and now 'Margaret Bertha' writes to that paper—

Not very long ago I heard a popular story writer tell some of his experience with these winnowing machines. He had been writing stories, with very small success, for a number of years. He felt sure—as many others feel—that story writing was his forte, and the one in which he was to gain his support and a reputation, if fortune had any in store for him. But somehow the winnowing machines and he had different opinions upon the subject. He kept writing stories and the W. M., kept returning them—"with thanks," or without. Now and then—very rare now and then they were, too—one of his stories was published and paid for, encouraging him to hold on to his determination to win his success in that line if in any. But as his "declined-with-thanks," (or without) came pouring in upon him almost as rapidly as he poured them out upon the world, he was forced to furnish a sort of reservoir for their accumulation.

In his writing room was a huge bureau, or chest of drawers, taller than his head. He could just reach up and pull the upper drawer open by an exertion. This upper drawer, deep and capacious, he resolved to leave always half open for the convenience of his rejected manuscript. Therefore, whenever a "return-with-thanks" (or without) made its appearance he simply tossed it skyward, leaving it to land in that upper drawer, while he went on writing newer stories, and he hoped, better ones. After a while that upper drawer, upon the contents of which many winnowing machines had winnowed, became pretty full. But just about that time the author's patience and determination brought their just reward. He became quite famous as a novelist, and stories from his pen became in demand. Instead of "return-with-thanks" (or without) he was now kept quite busy with requests that he furnish something for the next Matehull, the Two Nightly Review, or the Snob's Magazine. Therefore what did he do, so much more confident in himself than in winnowing machines, but to take a long cane with crooked handle and fish in that lofty drawer for manuscript, which, when caught, was unrolled—rolled, and without examination or revision, sent off anew; perhaps to the same winnowing machine which had once winnowed it away from its harvest. This author is Justin McCarthy, and some of his best and most successful stories have been those both winnowed into and fished out of his high upper drawer!

THE WORLD.

—All the gold in the world would make a pile only 25 feet wide, 45 feet long, and 25 feet high.

—Prof. S. S. Hamill has a class of 300 in elocution at Danville, Ind. He thinks elocution is a "boom."

—The Chicago Inter Ocean, semi-weekly edition, is notably the political paper for teachers of the Northwest to subscribe for—if they are stalwart Republicans. It devotes one page to educational news, sentiment, and statistics, which supplies a large fund of information in the course of a year. This department is in charge of Prof. W. T. Jones, of Evanston.

—The National Educational Association will hold its next meeting at Chautauqua, N. Y., commencing on Tuesday, July 13, and closing on Friday, July 16. A number of the most distinguished educators of the country are announced to take part in the exercises, including President McCosh of Princeton, Charles Francis Adams, Jr., Walter Smith, Dr. W. T. Harris, Anna C. Brackett, and Professor Payne of Ann Arbor.

—A Kansas paper says that in a certain township of Wilson county, "the use of the globe in the school is prohibited by the school board, on the ground that it teaches a false theory as to the form and shape of the earth. The members of the board, or a majority of them, are said to be firm adherents to the ancient idea that the world is flat, like a pancake; and they do not propose that any modern foolishness to the contrary shall be inculcated in the minds of their children."

—The highest salaries paid by any American college are those of the professors of Columbia, who receive amounts varying from $3,500 to $3,375. The University of California pays full professors $3,600; Yale and Princeton, about $3,500; Brown University, from $3,000 to $3,500; Amherst, $3,500; Washington University, St. Louis, $3,500; Williams, $2,200; Tufts, $2,000, which, however, is only a temporary reduction from $2,500; Harvard pays from $2,000 to $4,000. Michigan University allows professors $2,400, assistant professors $1,600, and instructors, $500; Cornell pays its three classes of professors, respectively, $2,250, $1,500, and $1,000; Wesleyan University, $2,000, with a recent discount of 10 per cent; the Ohio Wesleyan University, $2,400 to $1,600; Dartmouth, Trinity, at Hartford; the Northwestern University, and the University of Wooster, Ohio, each pays $2,000; Lafayette allows $1,500 and a house; Illinois, $1,800; Bowdoin, $1,700; Western Reserve and Reed, $1,500; Oberlin, $1,400; Iowa, Olivet, and Kalamazoo, Mich., $1,200; Antioch, $1,150, and Hillsdale, Mich., from $1,000 to $600.

—National Journal of Education.
THE SCHOOL-ROOM.

FOR FRIDAY AFTERNOONS.

THE FARMER WHO BECAME DRUM-MAJOR.

Peggy and Meggy tell the Story in their own way.

By Joel Stacy.

NOTE.-The success of the following recitation will depend upon the vividness and vividness with which the two little girls tell the story. If they narrate and supplement and confirm and contradict and agree as if they really meant it, they will gratify their audience.

Meggy: Our father worked upon a farm,

Peggy: He wore a linen smock;

Meggy: 'Twas gathered to a yoke on top,

And hung down like a frock.

Peggy: Oh, he was very meek,

And mother used to scold him,

Meggy: And he would always do,

Exactly what we told him.

Peggy: For men were very scarce

That summer in our village,

And so they all prepared

They said for war and pillage.

Peggy: Just think! for war and pillage!

Meggy: Well, after that he dropped the smock,

He stood up stiff and straight;

And when we called for wood and things,

We always had to wait.

Meggy: Still he was rather meek,

And mother still could scold him;

Peggy: He nearly always did

Exactly what we told him.

Meggy: For men were very scarce

That summer in our village,

And so they all prepared

They said for war and pillage.

Peggy: Just think! for war and pillage!

Meggy: Well, after that he dropped the smock,

He stood up stiff and straight;

And when we called for wood and things,

We always had to wait.

Meggy: Still he was rather meek,

And mother still could scold him;

Peggy: He nearly always did

Exactly what we told him.

Meggy: For men were very scarce

That summer in our village,

And so they all prepared

They said for war and pillage.

Peggy: Just think! for war and pillage!

Meggy: At last he told our mother

A thing that did enrage her.

"Rowll-o-dull!" she said,

"For you to be drum-major!"

Peggy: For him to be drum-major!

Meggy: He wore a splendid soldier coat,

He bore a mighty staff;

Peggy: But oh, he lost his gentle ways,

And wouldn't let us laugh.

Meggy: He grew so very fierce

He soon began to scold us,

And then we had to do

Exactly what he told us!

Meggy: His shoulders had a little stoop

Which mother tried to cure;

Peggy: She used to say his shambling walk

She scarcely could endure.

Meggy: But he played the fiddle well,

And sang on Sunday sweetly;

Peggy: He beat the time for all,

And knew the tune completely.

Meggy: Yes, knew the tune com-plete-ly!

Peggy: When mother called, "Come, John!" he came,

And smiling chopped the wood,

He drew the water, swept the path,

And helped her all he could.

Meggy: He used to rove with Meg and me,

Peggy: Yes, and with Polly Wentels,

Meggy: But oh, my sakes! That was before

He put on regimentals!

Peggy: Yes, put on regimentals!

Meggy: For, oh, a big militia man,

One evening after tea,

Came in and coaxed our father dear

To join his company,

Peggy: We used to run and hide away—

You did—not I, dear Peg!

Meggy: Why, yes, you often did it, too,

Now don't deny it, Meg!

Peggy: He scared us 'most to death,

He walked just like a lion;

Meggy: And when he coughed out loud

He set us both a-cryin'!

Meggy: He wouldn't play, he wouldn't work,

The weeds grew rank and tall;

Meggy: The pumpkins died; we didn't have

Thanksgiving Day at all.

Peggy: The farm is spoiled. It isn't worth,

Ma says, a tinker's wager.

Meggy: Now wasn't it a dreadful thing

For him to turn drum-major?

Both: A savage, awful, stark and stiff, ridiculous drum-major!

"St. Nicholas for April."

A WORD ON WRITTEN SPELLING.

The Educational Weekly touched the very core of truth in its remarks, p. 213, on the wrong of putting misspelled words before the eyes of learners for any purpose whatever, but especially for correction, because that necessitates their being hard-looked-at. These spurious forms print themselves on the memory, and become confused with the true ones to the extreme and fatal embarrassment of the novice in this most difficult of all school arts.

Teachers are now pretty generally agreed that spelling can never be learned through the ear, though all the years of school life be spent upon it. It is only acquired by readers and writers who notice the letter-structure of new and strange words, and so photograph their forms in the galleries of the eye-memory. These pictures seen by introspection while at the same time the eye sees the movements of the pen or pencil are the guide to practical spelling—that is—to the correct writing down of words with all their accessories as used in sentences. On this principle the philosophical French system of 'dictee' is founded; and it is for the purpose of avoiding the presentation to the eye of any misspelled forms of words that simple sound-signs are used, which express the phrases to be written better, and with much greater economy of time, and ease, and good order than when they are dictated by the teacher viva voce.

W.

TYRONE, PA.

HOW TO TEACH SPELLING.

When spelling is taught in connection with other school branches, the pupil's become interested in the orthography and pronunciation of every new word they see. When studying geography and history, they are not satisfied with simply learning the name of a country, a river, or a place, but they will carefully look after the spelling and pronunciation of the word. This plan makes spelling an interesting study; it gives to every word a meaning, and the pupils study its form as closely as they do the features of an intimate companion. The plan of teaching the spelling of words with whose meaning the pupil is familiar can also be profitably adopted in the primary grades. Those who have tried it can bear testimony to the great interest which the pupils take in their attempt to master the orthography of all words that they are compelled to use daily at home, at school, and on the play ground. In this list might be enumerated the names of household articles, of food, and of wearing-apparel; but to the enterprising teacher the list is inexhaustible. Many teachers of our city have, within the last two or three years, adopted this plan, and in every case it has proved a marked success.—Supt. Lucky, Pittsburgh.

Renewals beginning with the next number of the "Weekly", and extending to Jan. 1, 1881.

Including a Binder, $1.56

Extending to summer vacation, $1.64.

Including a Binder, $.69.

Renewals for one year, including a Binder, if sent before July 1, 1880, $2.00.
A NEW OFFER!

To every subscriber who will send us two dollars before July 1, 1880, we will send a first-rate binder for the Weekly, and extend his subscription one year. This does not apply to new subscribers. We believe in renewals. Most publishers make their best offers to new subscribers, but we prefer to favor those who have already shown their interest in the Weekly and become our friends by subscribing for it.

New subscribers are acceptable enough, but we prefer to retain a thousand names on our list rather than exchange them for a thousand new ones.

So get a binder which will preserve the papers, as they are published, simply by sending us your renewal before the old subscription runs out.

Or, if you have recently renewed, or can not now spare the money, send $2.00 for some one else, who is not a subscriber, and we will send the paper to him and the binder to you.

The Binder mentioned above is a new invention and not yet obtainable from the manufacturer. We shall probably not be able to send out any for a month yet, but credit will be given for all renewals after this date, and the Binders forwarded as early as possible.

The leading educational journals of this country are the New England Journal of Education, Boston, Mass., and the Educational Weekly, Chicago. In breadth, solidity, and number of contributors the former is ahead, but in point, Western News, and Western spirit, the latter is the more valuable to Western teachers.—Prairie Farmer.

The Educational Weekly.—This sterling and substantial publication has won a position well in the front of like papers of the country. The remarkable success attending the Weekly is largely due to the great ability of the several writers engaged. In variety and quality of matter it stands unrivaled, and in its practical and theoretical discussions it is fresh and sparkling. Taking it all in all we cheerfully commend the Weekly to our teachers as well worth the money it costs.—Daily Express, Easton, Pa.

The Prairie Farmer occasionally publishes an educational column. We found the first of the above extracts in that column. It is edited by 'one of the fools,' but in spite of that fact we believe the man of the Daily Express has the keenest discrimination.

"In breadth, solidity, and number of contributors, the former is ahead, but in point, Western News, and Western spirit, the latter is the more valuable to Western teachers."

"The remarkable success attending the Weekly is largely due to the great ability of the several writers engaged. In variety and quality of matter it stands unrivaled."

Both are good, but we like the latter best; we believe it is nearer the truth.
**THE STATES.**

**INDIANA.—** The Southern Indiana Teachers' Association held its fourth annual session at Bloomington, March 17.

Hon. J. H. Smart, in opening said, that he was informed that the members of the Southern Indiana Teachers' Association came to Bloomington, the seat of that glory of the common school system of Indiana, because they knew that they would receive a right royal welcome. He thinks that all will agree with him in saying that God's best gifts to us are our children, and the highest earthly duty we have is to see that they are properly reared and educated. He then introduced J. W. Caldwell, Supt. Seymour schools, as president elect, who spoke at length of the faults and flaws picked in the system of teaching, and mode of directing the common schools; citing the past in comparison with later years. He also took strong ground against the assertion that it is the fault of politicians, who persist in making appointments in self-interest.

The second day W. R. Halstead, A. M., President of De Pauw College, New Albany, delivered an address on the "Duty of Parents to the Commonwealth, physically, mentally, and morally considered."

Dr. Lemuel Moss opened the discussion. In his remarks he brought out many important points, relating upon the subject. He thought it the imperative duty of parents to train up their children for the present time and for eternity; that the child has a right to this kind of training.

Many other valuable points were brought out by Prof. G. W. Hoss and Hon. J. H. Smart.

The subject of Visual Teaching was presented in a very able manner by Prof. W. R. Houghton, of Bloomington, in illustrating his method and plan of work of the drill. He proved forcibly the great superiority and value of such teaching.

Miss Mary Barton, of Washington, then read a paper on "Non-Professional Reading."

Ellen J. Stader, of Bloomington, gave a class exercise in reading, with children. She began by obtaining from the class the subject of the lesson and a short account of the author. Her constant drill in the pronunciation of difficult words and eliciting from the class appropriate definitions was very commendable.

J. P. Funk, of Corydon, read a paper on Mathematical Teaching. He was followed in discussion by J. R. Trisler and W. A. Bell.

R. A. Townsend, of Vincennes, read a paper on "How may the High School be strengthened and built up in popular favor."

Discussion opened by J. A. Wood, of Salem, in which he maintains that the quantity of pupils is not sufficiently acquainted with the high school; that they should be so educated that they may appreciate the benefits derived from it. Teachers must make the high school so effectual in obtaining their ends. They only think that two long vacations tend to demoralize the school, as during these long vacations pupils lose interest. He would suggest that the trustees pay equal wages in both winter and summer. The paper was still further discussed by T. G. Alford, A. J. Wood, and others.

J. M. McGee, of Bloomington, indorsed the sentiment that the papers presented in the paper read by R. A. Townsend, and advocated received with marked favor by all.

Prof. Supt. Seymour followed in discussion by J. R. Trisler and W. R. Houghton, stating that the fault of our school system is that the parents are, that in the future, the children will be taught in the institutes, colleges, and graded schools, but also in the district schools. The great field of science to children is to lead them to observe, thus developing in their minds the habit of seeing aright, and thus prepare them for systematic, scientific work in the future.

The committee on enrollment report eighty-six enrolled. The actual attendance was probably 200. By the decision of the association its next annual meeting will be held at Lawrenceburg, Ind., March 16, 17, and 18, 1881.

J. W. Caldwell, Pres.

**IOWA.—** The second annual May Musical Festival will be held at Marion, May 34, 5, 6, 7, 1880, under the auspices of the Polymnian Society. Prof. H. R. Palmer, of New York, will act as Conductor. He will be assisted by Prof. L. H. Bunn, of the Cornell College Conservatory of Music and Director of the Polymnian Society; Prof. E. A. Lea, and others. Special instruction will be given in style, solo, duet, and quartet singing, and the principles of musical instruction generally. The leading feature of the festival will be the study and rendition of Haydn's Grand Overture—"The Creation." Tickets admitting singers to festival and singers' seats at concerts, $1.50. The leading railroads have consented to sell return tickets at special rates. Hotel accommodations, $1.00 per day. Full information may be obtained by addressing the secretary, W. P. Robinson.

Burlington has 6,115 school children and employs eighty-three teachers.

The Sunday School will be held in Des Moines, June 15, 16, and 17.

Judge Love, of the U. S. District Court, spent last week in his chair in the law department of the State University.

The Steamboat Rock schools have closed on account of the prevalence of diphtheria in the town. Nurses are suffering from the same disease. The affected students are being cared for by the nurses. The school is closed until further notice.

The conductor engaged is one of the ablest educators of Wisconsin, and the assistants are experienced in normal work.

The pupils of the Tipton high school propose to provide rhetorical exercises one evening of every month during the school year. A small admission fee will be charged and the funds thus acquired will be used to buy new books for the library.

Prof. A. P. Hain has been very successful in teaching the German language according to the natural method at Marshalltown.

Scarlet fever and measles have been making sad havoc among the children of Melrose, Monroe county, says the Albia Union.

Algona College has closed its doors. The trustees, it is said, are convinced of the futility of any attempt to build up a college at that place.

Mr. Thomas Eichberger, city editor of the State Register, died suddenly at Des Moines, April 4. Mr. E. was a brilliant writer and the news of his sudden death will cause sorrow throughout Iowa.

Des Moines Register: "Sueo Poster puts at fault the science and experience of the world by saying; 'Groves do not affect our annual rainfall. They only affect at best the lower beds of air, and have nothing to do with the great moisture bearing currents which bring us our rains.'"

Whittaker, the malcontented West Point cadet, was formerly a student under Prof. Brewer, of Iowa College, while the latter was engaged in college work in the South Carolina.

The last General Assembly enacted the following laws relating to school matters:

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**Note:** The text contains several references to the various segments of the educational system, including the common school system, high schools, and district schools. It also discusses the importance of parents' role in the education of children and the need for strengthening the high school. The text highlights the importance of regular attendance at the annual meetings of the association and the role of various educators and politicians in the discussion of the educational policies. The text also mentions the ongoing challenges faced by educators, such as the prevalence of diphtheria. The festival and concert attendance are emphasized, along with the special arrangements for out-of-town performers. The text concludes with a mention of the various laws enacted by the General Assembly affecting school matters.
1. Amending sections 1710 and 1808, providing for a choice by lot, when there is a tie vote for director.
2. Amending section 1717, giving electors the power to transfer school house funds unappropriated to either of the other funds.
3. Repealing laws of 1793 General Assembly, and amended section 1802, so as to restore to the president his vote in all cases, and to prohibit in boards having but three directors, the treasurer from being a member of the board.
4. Amending section 1823, as to require bonds to be countersigned by the secretary.
5. Amending section 1820, so as to allow villages and towns of two hundred or more inhabitants, to become independent districts.
6. Amending sections 1717, 1-2, providing for an extra meeting of the electors in cases where a house is destroyed.
7. Providing for the publication and distribution of the school laws.
8. Providing that boards of directors in district townships may hold meetings in an independent district within the same civil township.
9. Amending section 1, chapter 133, of the 17th General Assembly, allowing rural independent districts to divide, requiring not less than four government sections, except where villages of two inhabitants are found, or whereby reason of a stream or other obstacle, children are prevented from attending school, in which case it requires not less than two government sections for such districts.
10. Providing for different polling places in cities of more than 1,500 inhabitants.
11. Amending section 1,793, requiring boards to set off territory of independent districts, belonging to adjoining counties, on the petition of two-thirds of the electors residing on the territory.
12. Providing for the finding of judgment indebtedness of district townships.
13. Reducing the interest on the permanent school fund to 8 per cent.
14. Providing for the refunding of outstanding indebtedness of district townships or independent districts.

MINNESOTA.—A state teachers' institute was held at Alton the last week in March, which was well attended and profitable. County Superintendent Roe showed good management throughout. Prof. D. L. Kiehle lectured Tuesday evening on the Philosophy of Discipline, and Pres. W. D. Parker, of River Falls State Normal School, Wisconsin, lectured Friday evening on "What is Education, and How do we get it?" J. W. Gordon assisted Prof. Kiehle throughout the institute. Assistance was also rendered by Prof. Stanley, especially in the department of music and art.

The needs of the State University were fully and earnestly presented to the Regents by Pres. W. W. Folwell, at their late meeting. After alluding to the competition with which the University had to contend, and to the necessity that existed that the State University should be emphatically the best scholastic institution in Minnesota, the President's letter then states the needs of the University:

First—Men to fill such chairs as rhetoric and elocution, physics, history, French, botany and zoology, mechanical engineering, architecture, etc.

Second—Apparatus for instruction, such as books in unlimited number, chemical and physical apparatus, engineering instruments, astronomical observatory and outfit, materials—general, technological, agricultural, and classical—library, an art gallery, etc.

Third—Buildings and furniture, comprising a drill hall and gymnasium, library building chemical and physical laboratory, a building for scientific work, and another for an astronomical observatory, an assembly hall to accommodate 2,500 people, etc. All these were necessary in order to fulfill the promises already made to the people, to say nothing of the new departments—such as those of mining and forestry—which may be added. To accomplish this task will require a large sum of money. The annual income for instruction and current expenses should be raised to $50,000 a year, and, after five years to $60,000 per annum. The legislature should be requested to appropriate $50,000 for ten years for buildings, apparatus, and other appliances. With such sums at the disposal of the Regents, the president feels that the future might be confidently faced, and Minnesota would be given a university worthy her wealth and facilities.

Undoubtedly, the President's communication will receive due consideration by the Regents, and his wishes be complied with as far as is at present possible.

Next July will celebrate the two hundred anniversary of the discovery of St. Anthony Falls.

Hamline University will be dedicated about the first of July, next, and opened for instruction Sept. 22. The institution is situated midway between Minneapolis and St. Paul, at a point hereafter to be known as Hamline. Prof. D. C. John, principal of the Mankato Normal School, has been chosen President by the Board of Trustees.

A new course of study has been under consideration by the faculty of the University for some time. The chief change in the present curriculum, as lately adopted by the Regents, consists in the courses for the junior and the senior years, in which the elective studies take a wider range. In fact, only one "required" portion of study is demanded from the student, and he selects the remainder of his studies from a prescribed list. This system is not altogether novel, as it has been adopted by the Michigan University, where it has been found to work successfully.

ILLINOIS.—The high school at Gibson City graduates its first class this year—five young women. Mr. W. A. Wetzell is principal.

The Winnebago county institute, as was expected, proved a grand success. Some of the most competent instructors in the state were present to aid Mrs. Carpenter in her heroic work. Among them were Prof. Seymour, of Normal; D. S. Wentworth, principal of Cook county Normal; Hon. Newton Bissell, president of Knox College; J. H. Blodgett, and several others.

The Alumni of the high school take the lead in preparing for the annual reunion at the close of the school year. This secures a very pleasant occasion for the pupils of the school without burdening the already over­laden shoulders of the teachers.

We welcome the Bureau County Republican to our exchange list. Its educational Department under Supt. Harrington and its page of letters from the county towns are a boon to the educational news gatherer.

The Ottawa Republican announces an excellent program for institute at Peru the last week of April. The teachers from abroad who are on the program are County Supt. Williams, Pres. Hewitt, Prof. Thorpe, and Misses Vaughn and Howse. Evening lectures are announced by E. C. Hewitt and E. C. Stanton. Their subjects are not given.

A certain journal published remote from Illinois contains an article criticizing the summer session at Normal as an attempt to put teachers at an advantage in the higher branches during hot weather. The writer opines that teachers will do more for their schools by devoting their summer to play than by attending this school.

We do not presume to say what may be the greatest need of teachers in Yankee land or other remote regions, but we are sure that hosts of earnest teachers in Illinois need nothing else so much as an opportunity to study by actual observation and participation the highest art and science of their profession. Our teachers are not the physical weaklings that must waste three months a year in play that they may be able to work the other nine.

We have received a copy of the program prepared at its late meeting by the Executive Committee of the Illinois Society of School Principals. Among the topics are "The Teacher Method," "Superintendence," "Punishment," "Teachers' Meetings," "Teaching of English," and "County Superintendents' Examinations." Among the prominent teachers who have been invited to present exercises are H. L. Boltwood, W. B. Powell, P. R. Walker, E. A. Gastman, Wm. Jenkins, J. F. Everett, Alfred Kirke, L. T. Ragan, C. Smith Andrews, Chas. Parker, R. H. Bagg, H. C. McDougal, O. E. Knapper, J. H. Freeman, A. M. Brooks, J. H. Blodgett, and County Superintendents B. F. Barge, Ben Allenworth, Mary L. Reed, and Mary A. West. A lecture or one of the evening has not been chosen. We shall publish the program in full when it takes permanent form. The meeting will be held at Ottawa, beginning at 7:30 P. M., June 30 and lasting two days. The usual reduction of rates may be expected.

Prof. Nichols succeeds Andrew Wilson in the Principalship at Blue Mound, Macon county.

Miss Mattie Lyons, an estimable young lady school teacher of Tuscola, Ill., dismissed her school last week to wait on a sick sister, living near Murdock. Tuesday morning she built a fire in the grate of the dining-room, and resting her feet on a box near the fire, fell asleep, and was awakened by her clothing catching fire. Her brother in-law hastened to her rescue, but she was so badly burned that she died the next morning.—Ex.

A summer institute will be held in the new High School Building at Ottawa, La Salle County, Illinois, commencing on Monday, July 7. The institute will be conducted in the form of a regular school drill. Lessons will be given daily by topics and prepared for recreation. No particular text-books will be required. Henry L. Boltwood, Principal of the Ottawa High School, and Joseph Carter, Superintendent of Schools in Peru, will give their full time during the entire session. For further information address H. L. Boltwood, Ottawa, Ill., or R. Williams, County Superintendent of Schools.

MICHIGAN.—The regents of the University have decided to appoint no counsel in the Rose-Douglas case, thus allowing the appeal to the Supreme Court to go by default. The salary of Acting-President Professor H. S. Frieze has been increased to $3,500. H. C. Adams, of Johns Hopkins University, was appointed lecturer on political economy at a salary of $800. Herbert Tuttle,
THE HOME.

A RIDE FOR LIFE.

FROM "A FOOL'S ERRAND"—BY ONE OF THE FOOLS.

IT was just at sundown, and Lily Servosse was sitting on the porch at Warrington, watching the sunset glow, when a horseman came in sight, and rode up to the gate. After a moment's scrutiny of the premises he seemed satisfied, and uttered the usual halloo which it is customary for one to give who desires to communicate with the household in that country. Lily rose, and advanced to the steps.

"Here's a letter," said the horseman, as he held an envelope up to view, and then, as she started down the steps, threw it over the gate into the avenue, and, wheeling his horse, cantered easily away. Lily picked up the letter. It was directed in a coarse, sprawling hand—

"COLONEL COMFORT SERVOSSE,

WARRINGTON."

In the lower left-hand corner, in a more compact and business-like hand, were written the words, "Read at once." Lily read the superscription carelessly as she went up the broad avenue.

She went into the house, and, calling for a light, glanced once more at the envelope, and then broke the seal. It read:

"COLONEL SERVOSSE—A raid of K. K. has been ordered to intercept Judge Denton on his way home to-night (the 23d inst.). It is understood that he has telegraphed to you to accompany him home. Do not do it. If you can by any means, give him warning. It is a big raid and means business. The decree is, that he shall be tied, placed in the middle of the bridge across the river, the planks taken up on each side, so as to prevent a rescue, and the bridge set on fire. I send this warning for your sake. Do not trust the telegraph. I shall try to send this by a safe hand, but tremble lest it should be too late. I dare not sign my name, but subscribe myself your UNKNOWN FRIEND."

The young girl stood for a moment paralyzed with horror at the danger which threatened her father. It did not once occur to doubt the warning she had received. She glanced at the timepiece upon the mantel. The hands pointed to 8 o'clock.

"Too late, too late!" she cried, as she clasped her hands, and raised her eyes to heaven in prayerful agony. She saw that she could not reach Verdenton in time to prevent their taking the river, the planks taken up on each side, so as to prevent a rescue, and the bridge set on fire. I send this warning for your sake. Do not put the telegraph. I shall try to send this by a safe hand, but tremble lest it should be too late. I dare not sign my name, but subscribe myself your UNKNOWN FRIEND."

The young girl stood for a moment paralyzed with horror at the danger which threatened her father. It did not once occur to doubt the warning she had received. She glanced at the timepiece upon the mantel. The hands pointed to 8 o'clock.

"Too late, too late!" she cried, as she clasped her hands, and raised her eyes to heaven in prayerful agony. She saw that she could not reach Verdenton in time to prevent their taking the river, the planks taken up on each side, so as to prevent a rescue, and the bridge set on fire. I send this warning for your sake. Do not trust the telegraph. I shall try to send this by a safe hand, but tremble lest it should be too late. I dare not sign my name, but subscribe myself your UNKNOWN FRIEND."

"Oh, my dear, dear papa!" she cried, as she realized more fully the danger. "Oh God! can nothing be done to save him?"

Then a new thought flashed upon her mind. She ran to the back porch, and called, sharply but quietly:

"William! Oh, William!"

"William!" said Lily, as the stable-boy appeared, "put my saddle on Young Lollard, and bring him round as quick as possible."

"But, Miss Lily, you know dat hoss—" the servant began to expostulate.

"I know all about him, William. Don't wait to talk. Bring him out."

"All right, Miss Lily," he replied with a bow and a scrape. But as he went toward the stable, he soliloquized angrily: "Now, what for Miss Lily want to ride dat perticuler hoss, you s'pose? Never did afore. Nobody but de kunnel ebber on his back, an' he hab his hands full wid him sometimes. Dese furrer-bred..."
horses jes' de debbil, anyhow! Dar's dat young Lollard, now, it's jest 'bout all a man's life wuth ter rub him down an' saddle him. Why can't she take de ole un? Here you, Lollard, come outen dat!" 

He threw open the door of the long-stable where the horse had his quarters, as he spoke, and almost instantly, with a short, vicious whinney, a powerful dark-brown horse leaped into the moonlight, and with ears laid back upon his sinuous neck, white teeth bare, and thin, blood-red nostrils distended, rushed toward the servant, who, with a loud "Dar now! Look at him! Whooa! See de dam rascal!" retreated quickly behind the door. The horse rushed once or twice around the little stable-yard, and then stopped suddenly beside his keeper, and stretched out his head for the bit, quivering in every limb with that excess of vitality which only the thoroughbred horse ever exhibits.

Before the horse was saddled, Lily had donned her riding-habit, put a revolver in her pocket, and had ready to start on a night-ride to Glenville.

The brawny groom with difficulty held the restless horse by the bit; but the slight girl, who stood upon the block with pale face and set teeth, gathered the reins in her hand, leaped fearlessly into the saddle, found the stirrup, and said, "Let him go!" without a quiver in her voice. The man loosed his hold. The horse stood upright, and pawed the air for a moment with his feet, gave a few mighty leaps to make sure of his liberty, and then, stretching out his neck, bounded forward in a race which would require all the mettle of his endless line of noble sires.

As she was borne like an arrow down the avenue, and turned into the Glenville road, Lily heard the whistle of the train as it left the depot at Verdenton, and knew that upon her coolness and resolution alone depended the life of her father.

It was, perhaps, well for the accomplishment of her purpose, that, for sometime after setting out on her perilous journey, Lily Servosse had enough to do to maintain her seat, and guide and control her horse.

She had always made it a rule to visit his stall every day, so that, although she had never ridden him, the horse was familiar with her person and voice. It was well for her that this was the case, for, as he dashed away with the speed of the wind, she felt how powerless she was to restrain him by means of the bit. Nor did she attempt it. Merely feeling his mouth, and keeping her eyes upon the road before him, in order that no sudden start to right or left should take her by surprise, she coolly kept her seat and tried to soothe him by her voice.

With head outstretched and sinewy neck strained to its utmost, he flew over the ground in a wild, mad race with the evening wind, as it seemed.

The night was growing chilly by this time, As the wind struck her at the hilltop she remembered that she had thrown a hooded waterproof about her before starting. She stopped her horse, and, taking off her hat, gathered her long hair into a mass, and thrust it into the hood, which she drew over her head, and pressed her hat down on it. Then she gathered the reins, and they went on in that long, steady stride which marks the high-bred horse when he gets thoroughly down to his work.

Once or twice she drew rein to determine which road to take. Sometimes her way lay through the forest, and she was startled by the cry of the owl; anon it was through the reedy bottom land, and the half-wild hogs, starting from their lairs, gave her an instant's fright. The moon cast strange shadows around her, but still she pushed on, with this only one thought in her mind, that her father's life was at stake, and she alone could save him. She had written to her mother to go back to Verdenton, and telegraph to her father; but she put no hope in that. She trembled, as she passed each fork in the rough and ill-marked country road, lest she should turn to the left, and so lose precious, priceless moments! How her heart beat with joy when she came upon any remembered landmark! And all the time her mind was full of tumultuous prayer. Sometimes it bubbled over her lips in tender, disjointed accents.

"Father! Papa, dear, dear papa!" she cried to the bright, still night that lay around; and then the tears burst over the quivering lids and ran down the fair cheek in torrents. She pressed her hand to her heart as she fancied that a gleam of redder light shot athwart the northern sky, and she thought of a terrible bonfire that would rage and glow above that horizon if she failed to bring timely warning of the danger. How her heart throbbed with thankfulness as she galloped through an avenue of giant oaks at a cross-roads where she remembered stopping with her father one day! He had told her that it was half-way from Glenville to Warrington. He had watered their horses there; and she remembered every word of pleasant badinage he had addressed to her as they rode home. Had one ever before so dear, so tender a parent? The tears came again, but she drove them back with a half-involuntary laugh. "Not now, not now!" she said. "No, nor at all! They shall not come at all; for I will save him. O God, help me! I am but a weak girl. Why did the letter come so late? But I will save him? Help me, Heaven!—guide and help!"

She glanced at her watch as she passed from under the shade of the oaks, and, as she held the dial up to the moonlight, gave a scream of joy. It was just past the stroke of nine. She had still an hour, and half the distance had been accomplished in half that time.

Still on and on the brave horse bore her with untiring limb. Half the remaining distance is now consumed, and she comes to a place where the road forks, not once, but into four branchers. It is in the midst of a level old field, covered with a thick growth of scrubby vines. Through the masses of thick green are white lanes, which stretch away in every direction, with no visible difference save in the density or frequency of the shadows which fall across them. She tries to think which of the many intersecting paths leads to her destination. She tries this and then that for a few steps, consults the stars to determine in what direction Glenville lies, and has almost decided upon the first to the right, when she hears a sound which turns the blood to ice in her veins.

A shrill whistle sounds to the left—once, twice, thrice—and then it is answered from the road right in front. There are two others. Oh God! if she but knew which road to take! She knows well enough the meaning of those signals. She has heard them before. The masked cavaliers are closing in upon her; and, as if frozen to stone, she sits her horse in the clear moonlight, and cannot choose.

She is not thinking of herself. It is not for herself, that she fears; but there has come over her a horrible numbing sensation that she is lost, for she does not know which road leads to those she seeks to save; and at the same time there comes the certain
conviction that to err would be fatal. There are but two roads now to choose from, since she has heard the fateful signals from the left and front; but how much depends upon that choice! "It must be this," she says to herself; and, as she says it, the sickening conviction comes, "No; no; it is the other!" She hears hoof-strokes upon the road in front, on that to her left, and now, too, on that which turns sheer to the right. From one to the other the whistle sounds—sharp, short signals. Her heart sinks within her. She has halted at the very rendezvous of the enemy. They are all about her. To attempt to ride down either road now is to invite destruction.

She woke from her stupor when the first horseman came in sight, and thanked God for her dark horse and colorless habit. She urged young Lollard among the dense scrub pines which grew between the two roads from which she knew that she must choose, turned his head back toward the point of intersection, drew her revolver, leaned over upon his neck, and pe red through the over-hanging branches. She patted her horse's head, and whispered to him softly to keep him still.

Hardly had she placed herself in hiding, before the open space around the intersecting roads was alive with disguised horsemen. She could catch glimpses of their figures as she gazed through the clustering pines. Three men came into the road which ran along to the right of where she stood. They were hardly five steps from where she lay, prancing, but determined, on the faith­ful horse, which moved not a muscle. Once he had neighed before they came so near; but there were so many horses neighing, and snuffling, that no one had heeded it. She remembered a little flask which Maggie had put into her pocket. It was whisky. She put up her revolver, drew out the flask, opened it, poured some in her hand, and, leaning forward, rubbed it on the horse's nose. He did not offer to neigh again.

Considerable confusion arose among the gathered riders, who had some difference of opinion, and Lily, with her revolver ready cocked in her hand, turned, and cautiously made her way to the road which had been indicated by their talk as the one which led to Glenville. Just as her horse stepped into the path, an overhanging limb caught her hat, and pulled it off, together with the hood of her waterproof, so that her hair fell down again upon her shoulders. She hardly noticed the fact in her excitement, and, if she had, could not have stopped to repair the accident. She kept her horse upon the shady side, walking upon the grass as much as possible to prevent attracting attention, watching on all sides for any scattered members of the Klan. She had proceeded thus about 150 yards, when she came to a turn in the road, and saw sitting before her in the moonlight, one of the disguised horsemen, evidently a sentry, who had been stationed there to see that no one came upon the camp unexpectedly. He was facing the other way, but just at that instant turned, and, seeing her indistinctly in the shadow, cried out at once—

"Who's there? Halt!"

They were not twenty yards apart. Young Lollard trembled with excitement under the tightly-drawn rein. Lily thought of her father half-prayerfully, half-fiercely, bowed close over her horse's neck, and braced herself in the saddle, with every muscle as tense as those of the tiger waiting for his leap. Almost before the words were out of the sentry's mouth, she had given Young Lollard the spur, and shot like an arrow into the bright moonlight, straight toward the black muffled horseman.

"My God!" he cried, amazed at the sudden apparition.

She was close upon him in an instant. There was a shot; his startled horse sprang aside, and Lily, urging Young Lollard to his utmost speed, was flying down the road toward Glenville. She heard an uproar behind—shouts, and one or two shots. On, on, she sped. She knew now every foot of the road beyond. She looked back, and saw her pursuers swarming out of the wood into the moonlight. Just then she was in shadow. A mile, two miles, were passed. She drew in her horse to listen. There was the noise of a horse's hoofs coming down a hill she had just descended, as her gallant steed bore her, with almost undiminished stride, up the opposite slope. She laughed, even in her terrible excitement, at the very thought that any one should attempt to overtake her.

They'll have fleet steeds that follow, quoth young L. chinvar, she hummed, as she patted Young Lollard's outstretched neck. She turned when they reached the summit, her long hair streaming backward in the moonlight like a golden banner, and saw the solitary horseman on the opposite slope; then turned back and passed over the hill.

The train from Verden ton had reached and left Glenville. The incomers had been divided between the rival hotels, the porters had removed the luggage, and the agent was just entering his office, when a foam-flecked horse, with bloody nostrils and fiery eyes, ridden by a young girl with a white, set face, and fair, flowing hair, dashed up to the station.

"Judge Denton!" the rider shrieked.

The agent had but time to motion with his hand, and she had swept on toward a carriage which was being swiftly driven away from the station, and which was just visible at the turn of the village street.

"Papa! papa!" shrieked the girl's voice as she swept on.

A frightened face glanced backward from the carnage, and in an instant Comfort Servosse was standing in the path of the rushing steed.

"Ho, Lollard!" he shouted, in a voice which rang over the sleepy town like a trumpet note.

The amazed horse veered quickly to one side, and stopped as if stricken to stone, while Lily fell insensible in her father's arms. When she recovered he was bending over her with a look in his eyes which she will never forget.

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THE RECESS.

"A schoolboy spelled d e e i m - a - l and pronounced it dismal. "What do you mean by calling that dismal?" exclaimed the teacher. "Cause it is," answered the boy. "It's dismal fractions. All fractions are dismal. There isn't a bit of fun in any of 'em."

"Neuralgia" is the charming name of a charming girl in Florida. Her fond mother found it on a medicine bottle, and was captivated with its sweetness. So some young man is doomed to suffer neuralgia of the heart!

A little girl in Bro. J. Kline was saying her prayers the other evening, closing up with: "God bless papa and mamma, little sister, and everybody, and keep us from harm this night. Amen." The "little sister," a bright-eyed pass of five years, quietly remarked: "If you'd said 'everybody' to begin with, you needn't have made such a long prayer."
"Grant us permission, we pray thee, to draw up our wind-shattered vessels, And to his eyes a bright lustre, that sparkled, as beaming with gladness; As when the hand of the artist gives ivory polish and beauty, Or as when Parian marble or silver with gold is surrounded.

Then, unforeseen by them all, thus at once the queen he addresses:

"Here in your presence am I whom you seek, the Trojan Aeneas,
"Rescued unharmed from the dangers incurred on the Libyan waters.
"Whosoever shall pipe the terrible fate of the Trojans,
"Both on the land and the sea now exhausted by manifold hardships—

"Welcoming us in our need to a share in your home and your city,
"Not in our power is it, Dido, to make thee a proper requital,
"Nor of the Trojan nation, where through the wide world it is scattered;
"But may the Gods, if there be any power that regardeth the upright—
"If there exist aught of justice, and conscious possession of virtue—

"Worthy rewards may they grant! What age was so bjest as to bear thee?
"Who were the fortunate ones so ennobled in being thy parents?
"Long as the rivers shall flow to the sea, as long as the shadows
"Compassthe sides of the mountains or stars subsist in the heavens,
"Always with us shall remain your honor your name and your praises,

"Son of a goddess, what fortune through all these great dangers pursues thee?
"What is the force that compels thee to visit this barbarous country?
"Are you indeed that Aeneas whom once the beautiful Venus
"Near to the Phrygian Simois bore to the Trojan Anchises?
"Now I remember that Teucer once came to the city of Sidon,

"Wherefrom, make haste, my young sirs, and come now at once to the palace!
"Under a similar fortune, through manifold dangers and hardships,
"I too was finally led to establish myself in this country.
"Knowing what wretchedness is, I have learned to succor the wretched."
LITTLE GOLDENHAIR.

Goldenhair clambered on grandpa's knee, Dear little goldenhair, tired was she; All the day busy as busy could be. Up in the morning as soon as 'twa light, Quick as a flash, and the buttercups bright, Skipping about till the coming of night. Grandpa toyed with the curls on her head; "What has my darling been doing," he said "Since she arose, with the sun from her bed?"

"Pitty much," answered the sweet little one, "I up and down, and much things I have done; Played with my dollies, fed my dum-dums."

And then I jumped with little Joe's rope; And made, out of some water and bright frothy soap, Round beautiful worlds, Mamma's castles of hope.

"I afterwards read in my picture book; And Bella and I went down to look For smooth little stones by the side of the brook."

"And then I came home and eated my tea; And climbed upon Grandpa's knee, And I'm just as tired as can be." Lower and lower the little head pressed, Until it dropped upon Grandpa's breast, But do I need be weared out?

We are but children. The things that we do, Are as sports of a babe, to the Infinite view, Which marks all our weakenes and pities it, too.

God grant that when night o'shadows our way, And be shall be called to account for our day, He may find us as guileless as Goldenhair lay. And oh! when weary, may we be so blest, As to sink, like that innocent child, to our rest; And feel ourselves clasped to the Infinite's Breast.

PUBLISHERS' NOTES.

-The Lancaster School Notes continue to be the most popular set. We are sending them to all parts of the United States. Mailed postpaid on receipt of $1.10.

-The address of S. E. Beede, western agent for R. S. Davis & Co., has been changed from Keokuk to Dubuque, Ia. This indicates progress on the part of the company. With good books progress is sure to come. We congratulate Mr. Beede on his promising outlook. He handles some good work for the publisher.

-We have on hand a few sets of the wonderful Acme Edition of Chambers' Cyclopaedia of English Literature. It contains about 3,200 pages, and will be sent postpaid for $2.00. This is one of the cheapest publications ever offered to the public. It is well printed and bound, and entirely new and sound.

-We also have Roberts' Rules of Order, 75 cents. This is now considered to be the best and most popular work of the kind available for deliberative assemblies in America. No lyceum or debating society should be without it, and every teacher should be familiar with its contents.

-School teachers who want to know where they can spend the summer vacation in pleasant rusticating should send to the offices of the Chicago and Northwestern Railway for their Journal of Pleasantry and the North-West, and How to Reach it in 1880. Each advices sketches of many of the most popular summer resorts and watering places of the Northwest. Of course Chicago and the Northwest and Northwestern Railway. The resorts described are chiefly in Wisconsin and Minnesota. The most prominent of these is General Lake, in Southern Wisconsin. Others of growing interest are Devil's Lake, Wis., Lake Minnetonka, Minn., Madison, Wis., Marquette, Mich., Minneapolis, Minn., and Green Bay, Wis.

-School teachers now and then complain that they do not receive the Weekly regularly. We earnestly request every subscriber whose paper fails to make its appearance as it should to report the fact to us and aid us in discovering the cause. There is no reason why every paper should not be regularly received, and in good condition, save such as are accidentally misdirected or lost by carelessness of post office clerks, and if this be the case, we are careful as it is possible to keep it, and we have two other records besides of the names of all subscribers, as well as the original letters or orders of subscription. Whenever such is the case, we should be careful to take the steps by the time the succeeding issue is received, be sure to mail us a postal card saying so, and we will send another copy. Sometimes the mailing label makes a mistake, and the paper, after being out a few days, is returned to us. In such case, it is sent with next mail, and thus two papers may be received at once by a subscriber.

The great popularity of Grube's Method and Wolfgang's Topical Analysis has deterred us from making an advertisement of them prominent in the Weekly. Grube's Method is now used in nearly all the normal schools of the West, and in many public and private schools. One of the largest cities, and the Topical Analysis is used everywhere—in schools, institutes, and the private study. It is found to be a vast storehouse of knowledge, and has been officially recommended by several county and state superintendents, without any advantage whatever having been done in its behalf. Testimonials in its favor are coming in so fast as to become a large work as many teachers' volumes that have been published ten times as long. It is mailed to any address for 50 cents. Price of Grube's and Wolfgang's Method, paper cover, 30 cents in flexible cloth. Liberal discounts are made on these prices when several copies are ordered at one time.

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