The Educational Weekly.

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VOLUME VII.

CHICAGO, APRIL 29, 1880.

THE WEEKLY.

Renewals beginning with the next number of the "Weekly" and extending to Jan. 1, 1881, $1.50. Including a Binder, 1.50.
Extending to summer vacation, .53.
Including a Binder, .63.
Renewals for one year, including a Binder, if sent before July 1, 1880, $2.00.

The California Spirit of the Times has the following:

CANCELLING FRACTIONS.

The rule which discards the fraction of a second in proving eligibility we consider a very good one, and are somewhat surprised that the Chicago Club have decided not to follow it in receiving the nominations for the July meeting. It is true that if one is a record it should likewise be a bar, but in one case the horse is entitled to the advantage while it does not do any harm in the other, as all are governed by it. So long as time is the basis of handicapping trotters, or, more properly speaking, classifying them, the registering of fractions of a second is a good move.

We wonder what new departure in education this is. If Charles Francis Adams, Jr., lived in San Francisco, no doubt he would explain it to us. "If one is a record it should likewise be a bar," sounds well enough, but what has it to do with the process of cancellation? "Handicapping trotters, or more properly, classifying them," is a curious business for educators to be in, and "registering the fractions of a second" implies a new system of school book-keeping for which no blanks are prepared.

EMPTY HONORS.

The practice of claiming undeserved honors and conferring undeserved titles is too strongly condemned. By it many of the clearest and most honorable words in our language are rendered meaningless and ridiculous. The bogus degree conferred by alumni-seeking colleges are an illustration. Worthy men who have earned these degrees by hard work are often ashamed to acknowledge them because the same degrees so often advertise the mountebank.

The misuse of the term "professor" is a case of calling things by their wrong names in a manner most shocking to modesty and honesty. The teacher who is neither too presumptuous nor fond of flattery has little use for the distinction. The majority of persons who use it have no conception of its meaning, perhaps never saw a person entitled to be thus honored. They utter it simply as a meaningless euphemism to tickle the vanity of each upstart they chance to meet. Every traveling minstrel and lecturer, every exhibitor of slight-of-hand or of the magic lantern, advertises himself as "Prof.," and as such is greeted with respect by the gullible public. The horse trainer, the barber, the scissors grinder have all assumed the title and we come to look with respect upon the boot-black because he has kept aloof. When such has been the prostitution of this honorable title we wonder why the principal of the village school and the tutor of the country academy should be proud of the distinction it gives. Certainly those eminent instructors and original thinkers to whom the honor of this once noble word justly belongs can care no longer to see its abbreviation prefixed to their names. Would it not be to the credit of the true teacher to cease to apply it to his fellows and to cease to smile benignantly upon those who apply it as an epithet of adulation to himself? May not teachers give it over to those who have brought it into contempt, and content themselves with no more titles than has the lawyer or the merchant or the farmer?

STATE AND COUNTY.

At the last meeting of the Chicago board of education an exhibit was made by Inspector Delaney of amounts of money paid by the county to the state, the amounts paid by the state to the county, and the excess of amounts paid by the county over amounts received from the state for each of the years 1874-5-6-7, showing a total loss to the county during the four years named of $482,857-55. Therefore it is important to the school interests of Chicago and of Cook county that the enumeration of persons living therein who are under the age of 21 years be full, complete, and accurate in the census to be taken next June by the United States authorities.

It is well enough that Cook county should aim to get as much of the state tax dividend for school purposes as she can, and to this end a thorough canvass should be made and full a census taken as the facts will warrant. But in the above showing there is a fallacy that should not pass unchallenged. The fallacy lodges in the word "lost." Cook county may have paid nearly half a million more than she received, but she did not lose it any more than a man loses a dollar which he puts into the treasury. Such reasoning would relegate our schools back to the old "strict" system and rate bills. The theory of our system is that property should educate the children. Education is an element of civil order, and civil order makes the existence of property
possible. It is the business blocks and the broad acres and the factories and railroads that pay the school tax, and it is contrary to the spirit of our school system to have Cook county grumble because she pays more to the state than she receives from the state, as it would be in a railroad to refuse to pay its taxes because it has no children to send to school.

It is the true policy to compel the rich portions of the country or state to educate the poor sections, to make the bright places illumine those that are dark. Instead of limiting the scope of prevails generally and be carried to its logical conclusion, there would be no such thing as a public school system, no such thing for the city to be proud of; it merely shows what we have already shown their interest in the educational of the children of the poor, of teaching the indigent youth at the expense of bachelors and the childless.

CHEAP LABOR.

A COMPARISON OF EXPENDITURES.

The following is a statement of the cost of public schools during the past school year in some of the large cities of the country. The first column exhibits the cost per pupil in membership based up in the salaries paid teachers. The second column shows the entire cost of instruction per pupil based upon current expenditure for all purposes, inclusive of salaries:

<table>
<thead>
<tr>
<th>City</th>
<th>Tuition or salaries of teachers</th>
<th>For all current expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>$25.00</td>
<td>$35.07</td>
</tr>
<tr>
<td>San Francisco</td>
<td>$32.50</td>
<td>$42.50</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>$19.68</td>
<td>$21.33</td>
</tr>
<tr>
<td>New York</td>
<td>$19.65</td>
<td>$21.57</td>
</tr>
<tr>
<td>St. Louis</td>
<td>$16.73</td>
<td>$18.73</td>
</tr>
<tr>
<td>Baltimore</td>
<td>$16.60</td>
<td>$20.32</td>
</tr>
<tr>
<td>Cleveland</td>
<td>$14.42</td>
<td>$19.20</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>$12.10</td>
<td>$15.88</td>
</tr>
<tr>
<td>Chicago</td>
<td>$12.10</td>
<td>$14.43</td>
</tr>
</tbody>
</table>

During the school-year 1875-'6 the teachers of the Chicago public schools were paid $588,721, or $1,546 per pupil; and during the school year 1876-'7 the salaries were $529,164, or $12.10 per pupil, or $59,556 less than was paid three years before, although the increase in the number of teachers and pupils had been very large. The teachers' pay-roll for the month of June, 1876, was $60,361; the pay-roll for June 1879, $55,536. The pay-roll for January, 1880, was $57,204, although the increase in the number of pupils since 1876 has been nearly 10,000. There are now 900 regular teachers, and, exclusive of Principals, but inclusive of teachers in High Schools, the average salary paid teachers is only $575.

By urgent solicitation the superintendent of schools secured insertion of the above in the Tribune of Monday. It is not anything for the city to be proud of; it merely shows what we have repeatedly said to be true, that the teachers of Chicago are the most abused corps in any respectable city in the United States. The cause of the teachers' salaries in this city being reduced below those of Milwaukee was the onslaught made on the schools from '74 to '77 to crowd in the present superintendent; the stringency of the city's finances was merely the occasion of the movement. The exhibit shows that the teachers for June 1876, received $60,361, although there were only about seven hundred of them, while for January, 1879, they received only $57,204, although there are now 900 on the force.

Of course this sweeping reduction was made by lowering the salaries of the lady teachers, but it is a curious fact that the currentment of expenses was not aided by a reduction in the salary of any relative of the superintendent.

This showing is now published in order to justify the increase of salary asked for by the office employees principally, who are not in any sense teachers. The superintendent asks for an increase of salary to the amount of $450, and to support his demand he shows how he has shaved the salaries of the mass of teachers since 1877. No increase worth mentioning is asked for the rank and file, only an addition of $50 for such as have been teaching three years. A scheme of principals' salaries has been evolved by which some of the best men in the schools will receive $750 less per annum than they received for 1876, a reduction of 34 per cent, whereas the superintendent has manipulated a weak sister of the Board so as to get him to recommend that his salary be raised to $3,750 or within $250 of what a competent superintendent got in 1876, which involves a reduction of only 6½ per cent. No doubt the superintendent is a good financier, but it would appear from this that his cleverest work is done in his own behalf.

This shaving of the many for the benefit of the few is an outrage, and is usually practiced at the expense of the deserving and defenseless, the persons who do the work and are not in a position to cry out against injustice. When the pruning-knife is applied their salaries suffer most, and when an increase is ordered the heads manage so to divide the margin among themselves that the portion of the workers is small to the degree of infinitesimal. There are natural causes for this, but the fact is nevertheless inequitable. As between officers and privates, the privates must suffer, and as between men and women the women have to take the hard work and the low wages. Under pretense of economy last September a clerk in the office was dispensed with, but the new scheme of salaries adds to the emoluments of the remaining office help more than twice the sum paid to the one that was lopped off. Not only this but the work of the office is very much behind. The report that should have appeared in August is not yet out. It is doubtless for their service in suppressing the report, which might open a field for criticism, that the force of the office are to have their pay increased.

A NEW OFFER!

A BINDER FOR EVERY RENEWAL!

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 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.
FACES.

OUTLINES OF A NEW SYSTEM OF PHYSIOGNOMY.

By Frank B. Scott, Artist.

PHYSIOGNOMY is the interpretation of the law of expression. It is not confined to the muscles of the face but relates also to the rigid parts, as the frontal bone, the jaw, the chin, etc. It also includes the general form of the cranium. It has a wider signification and applies not only to the head but also to the body and especially to the neck, which connects the head to the body. Its highest signification however is in its relation to the face as being the center of all expression—animal and mental.

Comparative anatomy is the key to Facial Expression. There is a great deal of nature in human nature. So much does one reflect the other that many naturalists suppose man to be only a development from some of the lower forms. Leaving those questions to others, it will be our object, rather to illustrate his nature than to speculate on his origin. Whatever may have been the process or however long the periods occupied in reaching the results; or whether he were created in a moment of time; his constitution is the same.

"A man's a man for a' that."

He is no less the work of an intelligent Creator, nor are his faculties any less adapted for the enjoyment of eternal things.

In man we see the connecting link between the natural and spiritual. By virtue of this alliance a physical form is given to his mental powers, and every passion and every power is manifested by a corresponding configuration of body, face, and brain.

THE HUMAN FACE.

The face, occupying an intermediate position between the body and the brain, is an interpreter of both. The face stands for the whole person. Its highest form is the expression of the divine. Animals low in the scale of being have no face. Where there is no skeleton, though there may be a head, there will be no face. The Cuttle-fish with its large and powerful eyes, being a mollusk, has no face; its eyes are placed behind its arms.

THE FIVE SENSES.

The face is the seat of the five senses. There is an evident order in the position of the organs; those relating to the body being nearest to the body, and those relating to the brain, nearest the brain.

Touch is more or less diffused through the whole body, giving the sense of feeling, of hot and cold, of hard and soft, of heavy and light, etc. It is the least specialized of any of the senses, in this resembling the lowest animal forms, which have no special organs and seem to be all touch.

The sense of touch is represented in the face by the lips. In the animal kingdom the first attempt towards any special organ is to form a temporary pair of lips. [Perhaps it is this gives the charm to a kiss!]

The mouth is the lowest organ in the face, and it is the nearest related to our first wants; all animal structure is built up from food. In harmony with this order the first permanent special organ in the animal kingdom is a mouth.

Taste has its seat in the mouth, principally in the tongue. It is not affected by objects at a distance but requires actual contact, thus coming second in order to touch,—we must touch before we can taste.

Above the mouth is the nose. With the mouth we taste savors; with the nose we smell odors. Flavors are intermediate,—the nose assisting the mouth in receiving the impressions. While taste requires actual contact, we can smell objects at a distance by particles conveyed in the air.

The nose by the reception of air represents the lungs, as the mouth by the reception of food represents the stomach. Together they represent the great vital agent in the laboratory of nature, the nostrils representing the oxygen in the air, and the mouth the hydro-carbon and other compounds in the food.

A little higher than the opening of the nostril, and set further back is the opening of the ear. The ears are set so far back, they are not considered as part of the face. Strictly speaking they are on the boundary line, adapted more especially to hear from behind while the eyes are looking forward.

Hearing differs from smelling in there being no particles conveyed. Sounds are produced by vibrations of the air. Music is a harmonious combination of sounds.

Sounds are conveyed greater distances than odors; we can hear the canon roar further than we can smell the powder.

Sounds are nearer related to the intellect than odors; music has more meaning than clouds of incense.

Highest in the order and occupying the noblest position,—under the arch of the brow,—in the immediate vicinity of the brain—is seated the sense of sight,—"the eye sublime," an almost intellectual sense. The other senses are confined to this world; we never tasted, smelt, or heard anything in the stars or the moon, but with the eye we can "glance from earth to heaven and heaven to earth." Blot out the gift of sight and we blot out nine-tenths of all human knowledge.

In seeing, the impressions are not produced by vibrations of the air as in hearing, but by the undulations of rays of light. A bell hung in a glass receiver exhausted of the air can produce no sound, but it is none the less visible.

With the eye we not only examine every object on this earth, but we carry our explorations into illimitable space. Then by the telescope and the microscope we increase our power of vision many thousand fold, and we not only resolve the nebula of the milky way into distant suns, but we discover a hidden world of wonders at our very feet!

We have now the five senses presented in the following progressive order:

- Touch with the lips.
- Taste with the tongue.
- Smell with the nose.
- Hearing with the ears.
- Seeing with the eyes.

We know more by tasting than by touching, we can smell further than we can taste; we can hear further than we can smell; and we can see further than we can hear.

But after we have by the most powerful telescope brought within the range of our vision the most distant orb yet discovered, there is something still higher,—by the power of thought we reach far beyond and conceive of other orbs yet more distant, and others beyond them! We can think further than we can see.

Thought, then, is higher than sense, and it occupies the highest position; the forehead is the highest part of the face. "The full, fair front" is higher than "the eye sublime."

So commencing with the mouth as the lowest organ in the face, and the first specialization and most general characteristic in the animal kingdom, we ascend to the forehead as the highest part of the face, and representing the brain as the last, the least general, and the highest specialization in all nature.
A STARTING POINT.

There is unity in nature. As a mouth is the first special organ, it holds the first place in each progressive series of developments discoverable in the animal kingdom. It is not only first in the order of the organs of sense; it is the first point of departure in morphology, in the advance from the simple to the complex: a mouth is the center from which the first limbs radiate; a mouth is the point of conjunction in a monogram of the highest and lowest vertebrates; a mouth is the point where the first distinctly traced nerves have their origin; a mouth is the organ of speech,—an exclusive gift distinguishing man from the brute; and a mouth is the true starting point in forming the higher estimates of facial expression.

THE LAW OF EXPRESSION.

There is a definite law of expression—so definite that it can be demonstrated by a few simple outlines.

Here we do not see the eye—the light of the body, the windows of the soul; the greater part of the cranium is not given, yet in these imperfect outlines every one recognizes at a glance vast differences in the character delineated.

HUMAN CHARACTERISTICS.

The bridge of the nose and the point of the chin are human characteristics. Dogs and monkeys have noses, but they have no bridges to the nose. They have jaws but no chin. Some of the apes have rudimentary chins. The lower races of men have large jaws but not good chins. Only the higher races of men have well formed chins.

In the Roman nose the bridge is carried to an extreme. Yet no nose is so much admired as the Roman.

"O nose, I am as proud of thee
As any mountain of its snows;
I gaze on thee and feel that pride
A Roman knows!"

Though the chin is so important a part of the face, it performs no function—it is not an organ, as the mouth or nose. Yet it is all important in expressing character. There never was a really great man with a really poor chin.

This will be further explained in a future article.

HOW TO READ.

By Joseph Cook.

Samuel Johnson says that "interest is the mother of attention;" but attention is the mother of memory. To secure memory, therefore, secure its mother and grandmother. It is a very common and fatal error to neglect this grandparent. When one is absorbingly interested in a theme the mind becomes strangely receptive, and draws to itself, as a magnet gathers up iron filings, all information within its reach as to the topic in hand. The best rule for the acquisition and the preservation of information is to make the mind magnetic by acquiring profound interest in a theme. Possibly your intellectual enthusiasm may limit itself to one topic for a long while. A specialist may become lynx-eyed, and yet, by reason of exclusive attention to a single subject, also remain wall-eyed. Endeavor, therefore, to excite in yourself two enthusiasms, in order that there may be both a north and a south pole in the magnet of your intellect. Two subjects will be likely to draw into connection with themselves a range of reading which will be something like what the Jordan is in the northern half of the Dead Sea—a current of perfectly fresh water in the midst of bitter waves. You may have, as Ruskin says, "a little island of your own with a grove and spring in it, sweet and good," while the waste, howling ocean of the world's useless information rolls around you.

Personally I have learned to rely on the margins of the books that I read as being themselves my best note-books. Of course I am speaking now only of the volumes which are my own property. These I am perhaps scandalously free in marking, and so every ordinary volume that I have in my library becomes a note-book. If one indicates the important and more important and most important passages in a book, even if it be only by one or two or three lines in the margin, and if one then makes it an inflexible rule to commit to memory from every one of the volumes thus marked all the three line passages, he will very soon find that his annotated volumes are in his head. In committing to memory the three line passages I should advise everyone, as I do myself, to oblige himself to review and pretty nearly commit to memory the two line and the one line passages. These may not be numerous in some volumes, and yet in works that are only to be read with the fingers are worth memorizing.

It is said that Carlyle reads on an average a dozen books a day. Of course he examines them chiefly with his fingers, and after long practice is able to find at once the jugular vein and carotid artery of any author. John Quincy Adams was said to have "a carnivorous instinct for the jugular vein" of an argument. In discussing the secret of memory, we first have interest inducing attention, and then the skill given by experience in finding the jugular vein. My habit is to mark on the inner margin all the passages with which I disagree, and thus many volumes which I am obliged to read are transformed into thorn-bushes full of spurs to debate. The shelf of my library on which I have collected the chief infidel writers' works of the last hundred years holds volumes plentifully marked in this way. The three-line passages I have committed to memory as being enormous and most mischievous errors. This plan of marking volumes can be made very elaborate, and every reader must invent his marks for himself. My enthusiasm led me to have altogether too elaborate a system of marking; but at present I am convinced that for myself I need only six marks—those for important, more important, and most important passages, which I mark on the outside margin, and those for error, and more and most important errors, which I mark on the inside. I turn down the leaf at the top of the page for the first-class passages that are to be memorized, and at the bottom for the second-rate passages. Standard books I like to buy in portable and compact and yet cheap editions, on which I can use my pencil without sacrilege. I always go through a book, fastening in mind the places marked, when I have finished the first journey.

A word now as to note-books, and volumes that you do not own. Of course a borrowed book cannot be marked, and probably in that case Channing's method is the best one—to read with slips of paper between the leaves. In his pigeon holes these slips of paper, on which he made notes as he read, were arranged according to the subjects and as they accumulated from year to year; and when he was engaged upon any particular topic they
accumulated with great rapidity. I am obliged to read extensively in libraries not my own, and my plan is to make notes on common paper with a margin turned down at the left-hand side. I never put more than one subject on one piece of paper; and every week or fortnight the slips thus obtained are filed or pinned together according to the subjects. Thus my note-book thickens; but, if convenience requires, can be unstitched and re-arranged. It appears to me to be foolishness to keep ordinary note-books in thick, bound volumes which cannot be taken before a public assembly, or used in separate parts. I am obliged to carry note-books with me on the railways, and am always provided with the simplest form of note paper. Of course these leaves can be easily put into the form of note-books which can be rearranged if necessary; and I find it best never to bind them. I wish often to unbind them. A passage which I think I shall quote in print from any book I am accustomed to write lengthwise of the paper—that is, from the bottom to the top; a passage I think I shall not quote I write the other way. All slips written from bottom to top are first class matter; and I can easily take them out of my note-books and put them into manuscripts intended for the press. I am obliged to do this sometimes in great haste, and find it important to have my note-books unbound. If I had to keep notes in bound volumes the infelicity of tearing out leaves would be unavoidable, as there would be no time for copying.

But the results of reading are best preserved by communicating them to others. Let young men be taught to keep commonplace books, and especially to converse concerning what they read. I am not a friend of very large attention to debating societies by young men advanced to the higher stages of college training; but in the academic period—the years for preparation for college and especially in the days of the country academy—it appears to me that a youth with any tendency toward public speaking should be encouraged to enter school debates and the best lyceums in order that he may communicate to them the results of his reading. No one is so likely to remember what he reads as he who reads with a purpose of advancing some good cause by communicating his information. If a young man intends to enter the profession of law, or theology, or to become a lecturer, or author, or editor, he has before him such a career that he should begin early to imitate Edmund Burke in constantly working out trains of thought. Let him make notes, early, in his commonplace books, and he will find that years before he can face the public he will have accumulated many suggestions likely to be of great service in his professional career. Mr. Emerson's essays are gathered from his journals. So were Goethe's and Montaigne's. So were Thereau's. In a railway train at one sitting I once read through three of Mr. Emerson's essays backwards. The paragraphs are selected from his journals, and are often arranged in no logical connection. Mr. Alcott says that he once found Emerson in his study engaged in shuffling a set of manuscript extracts from his journals in order that he might determine the order of the paragraphs in an essay which afterwards became celebrated. It is a Concord theory that the very finest writings must be grown in the orchards of journals. The preservation of the results of reading in journals is to be commended to young men of literary taste, and yet journal-writing may easily be made to minister to vanity, self-consciousness, and individualism of a mischievous species, and if carried far enough may mislead even a powerful man into ego-theism. But I am now speaking of a journal much like a commonplace book, and can recommend, as one good means of securing the results of good reading, a daily or weekly expression of one's thoughts as to the subjects examined, and the collection from those entries of the best passages into essays, after Mr. Emerson's method.—Christian Union.

RECREATIONS IN BIOLOGY.—V.

PROF. S. CALVIN, Iowa State University.

The first warm days of Spring start into activity such myriads of slumbering specks of living matter that the owner of a microscope,—if he have any inclination to biological studies—need be at no loss for profitable recreation. Every wayside pool soon swarms with life; everywhere organic matter leaps into active being under the gladdening and quickening influence of the returning sun. If we would keep up with the grand, annual unfolding that is just beginning to take place in nature and would follow the life-histories of ever so few of the countless objects that are worthy of attention, we should begin at once. Even if our home be beside the northern boundary of our most northern states, where Spring comes tardily, and brook and pond remain locked in ice till far on in the season, we need not wait, provided we can get access to the aquatic plants beneath the ice or can fill our bottles with the green algae from some hillside spring. By keeping our tanks in a warm room we may anticipate the summer. The germs of a hundred unsuspected things will be gathered, and in the light and warmth that surrounds our study table they will soon make ready to surprise and delight us with their strange forms and stranger accometements for carrying on the work of life.

In the hope of finding microscopic creatures that we particularly desired to see in certain stages of development, a wide-mouthed jar was partly filled with leaves, alge, and submerged objects of various kinds from a neighboring spring. The desired objects, unfortunately, could not be found, but the jar stood on the table, and in a day or two we had a royal exhibition of creatures that, though familiar enough, are rarely found in such magnificent profusion. A thick, jelly-like scum, in which were mingled shades of green and gray, appeared upon the surface. A drop transferred to a slide showed that it was a mass of microscopic plants and animals in various stages of development and manifesting various degrees of activity. There were multitudes of Chlorococci—little green specks, classed with plants and constructed entirely of a single cell. Many of them were quiet, resting, the biologist would say,—and were snugly packed three and four in clear, transparent cases. Others were free and active, sometimes spinning round and round like a top, sometimes dancing about with a peculiar, oscillatory movement, or again shooting back and forth through the water with great energy, rapidity, and precision. Chlorococci are readily killed and stained with iodine and then their organization, so far as it can be seen at all, may be leisurely studied. The whole plant is a little pea-shaped or globe-shaped body with a dense coat on the outside, an abundance of chlorophyl within, and the living matter—the protoplasm, or bioplasm as it is frequently called with perhaps greater propriety—produced through an opening in the outer coat and forming from two to four delicate cilia, the organs by which the varied movements of the plant are executed.

Very soon, if left to take their natural course, the little plants cease their gyrations; they settle down quietly, withdraw their cilia, and in a little while the protoplasm in each separate plant divides up into a number of parts. The outer coat enlarges and becomes unusually transparent, while each part within becomes spherical and produces a coat for itself. By and by the outer...
coat breaks up; the contained spheres are liberated and go dancing off to spend their little period of activity in preparation of the work they have in their hands, the perpetuation of the species. And these little beings, tiny as they are, have to encounter hosts of enemies; they are liable to be overcome by all sorts of accidents; the humble sphere in which they move affords them no immunity; their own insignificance does not release them from bearing their part in the universal struggle for life. Nature, red in tooth and claw," is much the same in all spheres of organic activity. Facility to eat other organisms and avoid being eaten seems to be the one condition of success. Let us say, however, to the credit of Chlorococcus, that it is entirely innocent of any crime against life. Its living substance is made from inorganic compounds. A table spread with water, ammonia, and carbon dioxide affords it bounteous provision. It may stand ready to utilize more or less of these compounds as they come directly from decomposing organic matter, but life is never willfully destroyed.

Along with the Chlorococci were myriads of Stentors that were regular giants in their way, and yet they were very much smaller than the Stentors observed at the last exercise. They were present in every imaginable form. There were long trumpets stretching from side to side of the microscopic field, engaged in the ordinary occupation of collecting food. The spiral cilia around the head were kept revolving vigorously, and the great mouth stood ever open to receive any chance morsels that the currents might bring within its reach. There were innocent looking, globular masses of protoplasm, but they were only shapes that any of the trumpet forms could assume, with sudden snap, on the least irritation. There were elongated, oval bodies, sailing about in the most dignified manner, but they only illustrated the fashion among Stentors when they betake themselves to travel. There were most grotesque looking shapes arising from the various stages to which the process of transverse fission had progressed, combined with the different degrees of contraction and peculiar relative attitudes of the two resulting parts. When fully stretched out, there were, in some cases, the ordinary crown of cilia at the head and another circle of cilia marking the beginning of a new head near the middle. In other cases, the development of the head had advanced far enough to make a decided offset, and each segment formed a trumpet, the anterior one having its small end resting on one edge of the expanded disk of the other. On contracting or assuming the position for swimming they took on forms that it is needless to describe.

As to the matter of food Stentor seems to be somewhat indifferent. Any small organic particles that can pass the mouth and short throat are perfectly acceptable. Some were seen that had made a meal of smaller amonules, but the larger number were fairly gorged with the small spheres of Chlorococci. Thus it is; the plant prepares protoplasm for the benefit of itself and its offspring; the animal seizes the living matter and uses it to perpetuate its own life and species.

Some near relatives of the Stentor, known as Vorticella, were also present on the same slide. Though usually few in number at any one time, they are yet among the most common of the infusoria. No one can use the microscope long without finding them. Little bell-shaped creatures they are, of the most delicate finish, with a spiral row of cilia around the margin, and mounted, mouth upward, on long, slender, thread-like stems. Each stem has a core of highly specialized, contractile protoplasm, and the little creature, in search of food, reaches out to the very limit of its stem, works its cilia with all the energy it can command, and so produces a perfect whirlpool, a vortex, in which the circling currents sweep all floating particles towards the mouth. Let danger be apprehended, let some coarse object so much as touch the sensitive cilia, and instantly our tiny bell collapses into a tiny sphere and the contractile stem, with jerk as sudden as the rebound of a highly strained spring, shortens into a close spiral coil and withdraws the body, with a movement too rapid for the eye to follow, from the scene of possible danger. The life-history of Vorticella, its habits of feeding, its methods of reproduction, even its organization, are all so similar to what have been described in our observations on Paramecium and Stentor that it will be unnecessary to go farther into details. It will be sufficient to say that though each individual Vorticella is just a single cell, it is yet a strangely modified cell, with different parts specialized for the performance of particular functions. We have seen the high degree to which specification has been carried in the stem, and the perfect adaptation to use, found here and in other parts of the animal, justly entitled the Vorticella to take rank at the very head of the infusoria.

But that was not all. There were numbers of curiously organized Rotifers pushing and elbowing their way through the mass of microscopic life. As compared with Stentors and Vorticella, the Rotifer is a wonderfully complex piece of apparatus. Two wheel-like sets of whirling cilia agitate the water and collect the food. A well defined alimentary system may be traced throughout the body. A pair of powerful jaws, working like a rock crushing machine, stand at the entrance and grind the minute particles as they pass on into the digestive tract. Such is the diligence and energy with which they work that we may not be permitted to say that these jaws "grind slowly," but it will be no departure from the truth to say that "they do grind wondrous small." Very perfect muscular, nervous, and reproductive systems may be made out. The young are produced from eggs, and, in the species under consideration, they remain and develop in a sack connected with the ovary until they attain half the length of the parent. It is no uncommon thing to see the young in the parental sack revolving its wheels and working its jaws with as much perseverance as if its living depended upon the success of the performance.

Stenter and Vorticella may be taken to illustrate the perfection of development attainable within the limits of a single cell; Rotifer, ranking with Articulate animals, will help us to understand how much real complexity of organization may be comprised within a mere microscopic point.

The other creatures, plant and animal, that jostled each other in every field of the instrument on that one slide, will have to pass unnoticed. Nature is altogether too rich, life is altogether too profuse for us to give attention to every interesting form.

OUR BOSTON LETTER.

BOSTON is just waking up from a sort of Rip Van Winkle sleep, and rubbing her eyes open to the fact that her schools are not exactly the first in the country, notwithstanding the vast amount of money which is spent on them yearly, and the start in point of time and experience which she has had over her sister cities of this fair land, in the matter of educating youth. In fact she began to become dimly conscious that she was getting into the rut of old-fogyism some three or four years ago, and forthwith reduced her school-committee from its formerly unwieldy body to a convenient number, and appointed also half a dozen expensively-salaried supervisors whose business it has been, as far as we can make out, to try experiments. They have tried many, with many results, but one experiment, at least, seems likely to be pro-
A GARLAND OF SPRING FROM THE POETS.

Arranged by Miss S. P. Bartlett.

SPRING.

Not till the freezing blast is still,
’Till freely leaps the sparkling rill,
And gales sweep soft from summer skies
As o’er a sleeping infant’s eyes.

A mother’s kiss—ere calls like these,
No sunny gleam awakes the trees,
Nor dare the tender flowerets show
Their bosoms to the uncertain glow.

-Oehle.

Now fades the last long streak of snow;
Now bourgeous every maze of quick
About the flowering squares, and thick
By ashen roots the violets blow.

Now rings the woodland loud and long,
The distance takes a lovelier hue,
And drowned in yonder living blue
The lark becomes a sightless song.

Now dance the lights on lawn and sea,
The flocks are whiter down the vale,
And milkier every milky sail
On winding stream, or distant sea.

Where now the sea-man pipes or dives
In yonder greening gleam, and fly
The happy birds that change their sky
To build and brood—that live their lives
From land to land; and in my breast
Spring walkest too; and my regret
Becomes an April violet,
And buds and blossoms with the rest.

-Tennyson.

WORK.

A hurried housewife is the busy spring,
For long she slept; and now awake, ah me!—
A thousand things she has to oversee,
And many rumed leaves to wash and wring,
A flutter of wings, a fitful stirring,
A little piping of leaf-hid birds;
A cloud to the eastward snowy as curds.

Lo! in the middle of the wood
I see a mother’s kiss, ere calls like these,
No sunny gleam awakes the trees,
Nor dare the tender flowerets show
Their bosoms to the uncertain glow.

-Prof. H. W. Parker.

A garland of spring from the poets.

A shady freshness, chafers whirring,
A little piping of leaf-hid birds;
A flutter of wings, a fitful stirring,
A cloud to the eastward snowy as curds.

And maketh her toilet for the coming June!
And then with sunbeams mop up all the showers,
And make her toilet for the coming June!
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And make her toilet for the coming June!
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MAY.

I feel a newer life in a gale;
The winds that fan the flowers
And with their welcome breathings fill the sail,
Tell of serener hours;
Of hours that glide unfelt away
Beneath the sky of May.

The spirit of the gentle south wind calls
From his blue throne of air,
And where his whispering voice in music falls
Beauty is budding there;
The bright ones of the valley break
Their slumbers and awake.

A gust of trembling notes.
With the light dallying of the wind play;
A canopy of leaves;
As gladly to their goal they run,
Fairer and west.

And I never yet tried to close the door
As gently as sisters will do,
That it doesn't go bang and shake the house.
That's queer.—Is it just with you?

Well, Jim, we are boys, only boys, you see,
And inclined to be noisy and rough,
But that little sister she just teaches me—
One look of her eyes is enough!

I can't tell you just why, but as true as you live,
I am better since she came here;
She's only a girl, I know, Jim Pool,
And I'm only a boy, that's clear.

My mother was once a girl like her,
And she's just as good as gold.
What's that? oh, nonsense, I know, Jim Pool,
"My mother will never grow old!"

What's that? 'False hair and teeth she will have!'
Go home, Jim Pool, I won't play
With a boy that says my mother dear
Will ever be old and gray.

But never mind, Jim, you ain't to blame;
You've no sister or mother, you see,
And if mine should be ugly, wrinkled, and lame,
She would always be mother to me.

—Personal.

THE SCHOOL-ROOM.

FRIDAY AFTERNOON DIALOGUES AND RECITATIONS.

PAUL'S VIEWS AT EIGHT YEARS OF AGE.

(To be spoken by a boy of eight or nine years.)

What's that you say? "She's only a girl!"—Well, so much the better for that;
Her eyes are the prettiest I ever saw;
Just look at them under her hat!
She talks in the funniest broken way;
Just as if I did once? well, who cares?
I never could smile the way she does,
Or-pioo-pat over the stairs.

I wonder at girls, I do, Jim Pool—
Let me try as hard as I will
To put my feet down easy and soft,
They will pound and thump down still!

And I never yet tried to close the door
As gently as sisters will do,
That it doesn't go bang and shake the house.
That's queer.—Is it just with you?

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And inclined to be noisy and rough,
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And if mine should be ugly, wrinkled, and lame,
She would always be mother to me.

—Personal.

while the pupils locate upon their maps the several places referred to. By
this means the pupil is familiarized with the main events transpiring in
the great world that lies outside and beyond all text-books and play-grounds.

Trade-winds and latitude and longitude are as plain as day to the boy who,
with an intelligent teacher, has followed General Grant around the world
from New York to San Francisco and home again to the Atlantic, but to
the boy who gets his knowledge of geography only from the text-book, these
things are vague and mysterious. The pupil who has traced out upon
his map the proposed route of the Nicaraguan Canal finds an interest in
geography which does not usually attach to a cape, an isthmus, or an archipelago,
and so on. This exercise brings into play all the mental faculties of the
pupil; his powers of observation are trained; his thinking becomes accurate;
he begins to form opinions, and, grasping generalities, he is not confined to
details; his faculties for acquiring information are no longer circumscribed by
the four walls of the school-room, but he reaches out and in his acquaintance
with the world he becomes a cosmopolitan.

The use of the daily paper as a text-book, in the hands of the teacher, can
not, in my opinion, be overestimated. It can be made as serviceable in the
school room as in the counting house; as useful to the boy whose specula-
tions and stock consist in averages and merits attainable in his class, as to the
capitalist whose white winged Argosies follow the Gulf Stream around the
globe.—George F. Larky.

NOTES AND QUERIES.

To Correspondents:—Make queries and answers short as possible, and clear. Do not
write them on the same paper with other matters, but always on separate slips, and on but
one side of the paper. Put but one subject in a query or in an answer. Refer to previous
queries by number and page.

Editor—David Kirk, Jackson, Minn.

GRAVITY.

Our excuse for alluding to this subject is found in the mathemat-
ical aspect of the mysterious force, and the criticism of the
Newtonian theory, by Rev. Loomis, of New York.

Newton, though a very great man, was not infallible. His
theory of light, the corpuscular, has given way to a better theory,
the undulatory.

Nevertheless, it is dangerous to criticise his theory of gravita-
tion, though a little notoriety may reward the man that seeks to
overthrow it. The force of gravity may be viewed in two ways;
first, to the method of its operation, and the mathematical
laws concerning it; second, to what it essentially is. As to

MATHEMATICAL DEPARTMENT.

Editor—David Kirk, Jackson, Minn.

In the upper grades the teaching of geography and history in connection
with current events leads the child to a knowledge of the world in a manner
that is both pleasing and entertaining to him. For example, let the daily pa-
per be judiciously culled by the teacher, and the principal items of local, na-
tional, and foreign news placed on the blackboard and discussed by the teacher

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that is both pleasing and entertaining to him. For example, let the daily pa-
per be judiciously culled by the teacher, and the principal items of local, na-
tional, and foreign news placed on the blackboard and discussed by the teacher
the laws governing this force, it is safe to say that they were accurately stated, and demonstrated by Newton. In regard to the nature of gravity, we are all in the dark, or at least somewhat ignorant. Newton did not undertake to say what gravity is, but an examination of his writings will show that that great man had in his mind the very ideas of the nature of gravity which are held by the modern teachers of the doctrine of the correlation and conservation of forces.

In his second letter to Bentley, he says: "You sometimes speak of gravity as essential and inherent to matter. Pray, do not ascribe that notion to me, for the cause of gravity is what I do not pretend to know." And in the third letter he says: "It is inconceivable that inanimate brute matter should, without the mediation of something else, which is not material, operate on and affect other matter without mutual contact, as it must do, if gravity forgets that the law is not the same within a sphere that knows what gravity is. We shall be pleased to hear from him.

We derive the proportion we cannot solve it except by, the product of the.

It is equal to a small library and no teacher or student can afford to be without a copy of it."—J. E. Reynerson, Tuscola, Ill.

"I received the Normal Question Book. I am more than pleased. I did not think I was to get so much for so little. It is the best thing I have seen, and think it just the thing. What terms do you give agents? I think so well of it, I am going to get every one I know to subscribe for it."—Prof. A. J. Wilson, Mamaroneck, N. Y.

"The Normal Question Book is the best thing I have seen for examination of applicants for School Certificates and excellent for review of studies and classes."—C. F. Sanders, Commissioner Public Schools, Scotland Co., Mo.

"Your Question Book received, and carefully examined. I like it. It will aid teachers to get out of the rut of one-sided questioning; and be of great help to candidates; also the examiner. The idea of having the authority of each answer appended is a good one, and for a first book of the kind. Again, the questions are broad and embrace the leading principles of the different branches, as are considered the more difficult."—Prof. T. C. Clendenen, Newman, Ill.

"The Normal Question Book just received, is an invaluable volume for teachers. The arrangement is logical and satisfactory; the question well selected, and the answers full and lucid."—Hon. Robt. M. Lushzer, State Supt., New Orleans, La.

"Your Normal Question Book has gained quite a reputation as a book most excellent for county superintendents, examiners, teachers, and educators."—M. H. Sherman, Territorial Supt. of Public Instruction of Arizona, Prescott, Arizona.

"The Normal Question Book is a valuable book for teachers, and those proposing to teach, to prepare themselves for that profession, as it contains over 3,000 questions and answers, upon the subjects usually taught in our public schools, taken from the best authors, and systematically arranged for easy reference. I would respectfully commend the above to the teachers of our public school, as a valuable assistant in preparing themselves for examination."—B. H. Todd, Co. Supt. Pub. Ed., Benton Co., Miss.

The above notice was published in the Benton County Argus.

"The Normal Question Book contains over 3,500 questions and answers prepared expressly for the use of teachers in reviewing for examination. Also for the use of schools in monthly reviews. This book comes nearer answering the purpose for which it is prepared than any other we have examined. Scores of young teachers in our state would find it a great help in their preparation for those awful examinations. It is a volume well bound in cloth, containing over 400 pages and will be sent by mail for $1.50."—The Eclectic Teacher and Southwestern Journal of Education, Louisville, Ky.

"The Normal Question Book contains over 3,000 questions and answers, taken from the best authorities on the common school branches, arranged in a systematical and philosophical order; with an appendix of the Examining Districts, Hints and Suggestions on the Preparation of Maps, Rules and Regulations to be observed during Examinations, &c. It was prepared expressly for the use of teachers in reviewing for examinations. The book is useful in many respects, and is well worthy a place in the teacher's library. It has already reached a tenth edition, and we are glad to learn that the demand for it is increasing."—The Teacher, Philadelphia, Penn.

Thousands of other notices equally as meritorious could be given but the above are sufficient to answer any purpose, and to convince the most skeptical that the work is not only what we claim for it, but is even more than we have ever claimed it to be.

The notices as you see have been selected from all parts of the country and from representative men and papers.

Agents wanted to sell this best work. Write for terms to

S. R. WINCHELL & CO.
CHICAGO, ILL.
THE STATES.

MINNESOTA.—Considerable ill feeling has been engendered in Winona, and needless damage done by certain letters written anonymously to the Republican and the Chicago Inter Ocean charging the faculty of the school with excessive demands on the students' time and physical powers. The first letter of complaint was written to the Republican by an "Anxious Mother," but the next day frankly and fully retracted. The Inter Ocean correspondent, in frustrated tones, says: "Anxious Mother" quoting from her first letter, but unfairly omitting to state that she had published a retraction of the same on the next day. Some time subsequent to this Hon. Thomas Simpson, president of the Board of Normal Regents, wrote to the Inter Ocean an official statement of the facts, from which we quote the following:

"These facts alone are sufficient to show the unfair and malicious spirit of the entire correspondence. This attempt to charge the death of the student, Mr. Mott, upon the management of the school is both cruel and mendacious. Mr. Mott had, some years before, suffered an attack of apoplexy, and was, therefore, predisposed to its return; he was, at the time, in usual health, and it is the testimony of his attending physician that the second attack, from which he died, was in no way connected with, or caused by, his school work. This is also the opinion of Mr. Mott's relatives, especially of his sister, who was, at the time of his death, and still is, a student in the school. It is no disparagement to former administrations of the school to say that never before in its management has so much attention been given to the establishment of wise and judicious plans of recreation and study. There is at present a much better degree of general health, vigor, and regularity of attendance than before known in the history of the institution."

The Inter Ocean characterizes "Beta's" course in sending that paper quotations from the first "Anxious Mother" without the next day's retraction as "contemptibly mean," and the editor of the Republican, in an article of some length, says:

"Inasmuch as this grave charge against a public institution was calculated to do much harm if permitted to stand without investigation, we have endeavored to ascertain how far it was based upon fact, and the result, we are gratified to say, is that the representations of 'Anxious Mother' were not only without substance, but entirely without any other pretext than well meaning but over-anxious correspondents. . . . It is proper to add that all the regulations and influence of the school, as well as the constant personal advice of the principal and teachers, are, there is reason to believe, directed toward the formation of minds which are sound, good, and wholesome habits of study and work on the part of the pupils."

It is to be regretted that any pretended friend of the institution should allow his personal feelings to blind his eyes to its best interests to such an extent as to persistently assail it through all means, to blind his eyes to its best interests to such an extent as to persistently assail it through all means."

Harper's Young People has been adopted by the Hastings board of education for use in the public schools. We understand that this weekly paper is to supplant the reading books, in the schools of that city.

Supt. Phelps, of Winona, in his last monthly report, argues strongly against admitting pupils to the public schools under six years of age; he would cut off the first year of the course by abolishing the D primary schools and establishing in their place an efficient system of kindergarten training under proper guards and securities. He also recommends the shortening of the school year from forty to thirty-eight weeks.

Miss Emma Jewell, of Litchfield, Minnesota, has telegraphed Belle Cook, the California equestrienne, accepting her challenge to ride a twenty mile race for $1,500 a side, the time, place, and details to be settled by mail.

The graduating exercises at the Minnesota Normal School were attended by a very large concourse of people. Gov. Pillsbury and nearly all the members of the State Normal Board were present. Hon. Edward Searing, whom rumor says is to succeed to the principalship of this institution, was present upon the platform, and at the close of the exercises delivered extemporaneously a clear, masterly address. There were 25 graduates. Prof. John delivered a very able address to the class. He closes a term of seven years service with much honor, and enjoying the esteem of all friends and patrons of the school.

The ladies of the Methodist churches in the city of Winona have inaugurated a plan to secure the erection this year of a building upon the grounds of Hamline University for about fifty young women students, and to be under the charge and direction of the authorities of the school. This plan has received the unanimous and hearty sanction of the board of trustees, and is outside of and independent of any plans of theirs for furthering the interests of the institution.

The theory of the articles of association is to extend the burden of raising the money to erect this home to a great number of persons, and thus lighten a work which otherwise would seem formidable. The parent association will have its place of operation in Winona.

Article First.—The undersigned members of the Methodist Episcopal churches of the city of Winona hereby associate themselves under the name of the Ladies' Hamline University Home Association.

Second.—The purpose of this association is to raise a sum of money not less than $5,000 from the female members of the M. E. churches within the bounds of the Minnesota conference, to be expended in erecting a suitable building upon the university grounds to be used and occupied by young women students attending the university.

Third.—The principal methods of this association in carrying out its purpose shall be to secure by personal effort, by correspondence and circulars, the formation of auxiliary societies in every pastoral charge of the M. E. church in Minnesota, and secure an offering of $1 from every female member of the church in the state, provided that no plan for raising the money shall have been adopted which has not first met the approval of the conference agent of Hamline University; and provided further, that no funds raised by an auxiliary society shall be used in defraying any of the expenses of this association.

Fourth.—The officers of this association shall be a president, recording secretary, treasurer, and an executive committee of six members. The duties of the officers shall be such as usually pertain to such offices. The executive committee shall have the control and direction of affairs of the association, and shall make reports monthly on the third Wednesday of each month of their proceedings at a stated meeting, to be held at 2 o'clock in the parlor of the First Methodist church, Winona, Minnesota.

Fifth.—The treasurer shall forward immediately after each monthly meeting to the treasurer of Hamline University all moneys which shall have come into her hands for the purposes of the association, taking her receipt for the same.

Sixth—Persons may become members of this association upon subscribing to these articles and upon the payment of $1.

IOWA.—The Iowa City Republican takes the responsibility of saying that the University campus is the handsomest lawn in Iowa. Mr. George Boal son of Hon. Geo. J. Boal, of Iowa City, dropped dead in the University chapel on Monday morning of last week. The deceased was a bright, intelligent young man of unusual promise. His untimely death has cast a gloom over the entire city. Council Bluffs Nonpareil says: "The Omaha board of education will hereafter purchase books directly from the publishers and furnish them at a small advance to the teachers and pupils of the public schools. A sensible conclusion to arrive at, and one that might be adopted pretty generally over the land with pecuniary advantage to pupils who can afford to buy school books at the present high prices."

The Trustees of Parsons College, at Fairfield, have invited Rev. Geo. P. Hays, president of Washington and Jefferson College, Penn., to accept the presidency of the first named institution. Pres. Hays occupies a high rank as an educator, and it is to be hoped that he will accept the offer.

A summer school of education, oratory and German will begin at Oakaloosa College, June 29, and will continue three weeks. Classes in special courses of school and college work will be formed.
Michigan University has elected Henry C. Adams, now assistant professor of Political Science in Cornell University, New York, as Lecturer on Political Economy. Prof. Adams is a graduate of Iowa College.

Oskaloosa, Mo.: A friend of the WEEKLY sends us some items from Mahaska county. County Supt. Kindig has an important appeal case before him for trial and adjudication.—Mr. A. C. Ball, one of Mahaska's best teachers, is an applicant for a position at Stuart. The schools at Earlham have been managed very successfully for three years by Mahaska teachers; two years by Mr. R. H. Hartley, and the present year by Mr. W. H. Cathcart. The Oskaloosa school board now requires teachers to pass a city examination before they can be elected to positions in the Oskaloosa schools. Mr. B. V. Garwood is the efficient principal of the First Ward school. The sixth room in his building has had but eight cases of tardiness in excess of school time. Mrs. A. E. Thomas is no longer in charge of the Normal. She has taken a position at Stuart. The schools at Earlham are still in the charge of the Executive Committee—Miss M. McLean, Miss Jennie Garwood is the efficient principal of the First Ward school. The average per cent of attendance during that time was 94.6.—Mrs. A. E. Thomas is no longer in charge of the Normal schools.

The annual contest of the Eastern Iowa High School Oratorical Association occurred at Iowa City Friday evening the 16th. The prizes were gold medals, of which C. L. Gillis, of Iowa City, took the first, and Fannie Savage, of Cedar Falls, the second. At the business meeting of the association held in the afternoon, Monticello was selected for the place of the next meeting. The constitution was amended so as to provide for a distribution of all funds in excess of $100 equally among the schools represented. The distribution to take place after each contest and the money to be used for the purchase of books or apparatus for the schools. The following officers were elected for the ensuing year: President—J. K. Sweeney, of Waterloo; Vice President—Mrs. F. A. Sweet, of Iowa City; Secretary—Wm. Elden, of Independence; Executive Committee—Miss Mary Hartman, of Marshalltown; A. A. Guthrie, of Iowa City; and Luther Foster, of Monticello.

The Chickasaw Normal Institute, under the management of Supt. Simons, was a first-class affair, probably the best ever held in the county. The examination at the close was quite thorough; at least so thorough that many who have been holding first grade certificates, issued by Supt. Simons's predecessor found difficulty in securing second-grade certificates. The school board at Nashua had to suspend a rule adopted some time ago, to the effect that only teachers who held first-grade certificates could be employed.

Iowa City Academy, conducted by the Hiatt Brothers and Miss Jennie S. Schrader, employs six teachers. This institution has made great progress during the last three years, and now has an enrollment of over three hundred students. Ossawela decided by a vote of 138 to 69 to issue $10,000 in bonds to build a new school house.

The principal of the Clermont schools, Mr. B. W. Brittain, and the teacher of the grammar department, Mrs. H. S. Martin, were married last week.

The twenty-fifth marriage anniversary of Mr. Amos Row, county superintendent of Allamakee county, was celebrated at Postville week before last. The numerous friends of Supt. Row and his family gave him an elegant silver set. We are glad to learn from a correspondent that the schools of the north-eastern county are in excellent condition.

Prof. Edison, of Iowa College, has been visiting the normal schools of Missouri, Illinois, Indiana, Michigan, and Wisconsin.

The Greenfield Transcript speaks in high praise of the essay read by Mrs. A. B. Billington before a large audience during one of the recent institutes held at that place. Her subject was "Moral Influences." Of her work in the institute the same paper says: "One of the most commendable features of the Normal was the School taught by Mrs. Billington. It was composed of the principal department of Greenfield, just such in size, age, and studies as most of our teachers will have under their care, and her modes may serve as very useful and suggestive examples for them to follow."

ILLINOIS.—The arrangements made at the last session of the legislature for killing off township high schools are beginning to go into effect. Those of Sidney and Tolono townships, Champaign county, were slaughtered last week.

F. B. Burrill, of Champaign, addressed pupils and citizens at Monticello high school April 23. We suspect this visit of the Professor's signifies that Monticello is to be accredited by the State University as an examining high school.

R. Matheny, a country pedagogue near Farmer City, cleared $320 from a potato crop raised by morning and evening work last summer. We had known Mr. Matheny as a most energetic and scholarly teacher, but we had not suspected his skill in Hibernian agriculture.

Stratford has 1,247 pupils enrolled and has 15 teachers. The schools are in four buildings and the superintendent has one-third of his time for visiting.

Oskaloosa, Mo.—Mars county, will hold a summer normal of four weeks, beginning July 19. He will be assisted in the work of instruction by E. A. Gastman, of Decatur, and J. N. Wilkinson, of Pocora.

The annual commencement of the Illinois State Normal University occurs this year about the middle of May. It is perplexing to know what to do about the alumni meeting as most of the graduates will then be at work in their own schools. There is talk of calling the alumni together during the summer session.

Prin. I. H. Brown and most of his assistants have already been relected at Edwardsville for the next year. It is proposed to lengthen the school year to nine months. This is a move that many other city schools in Southern Illinois would do well to follow. The spring term ought not to be left to be sustained by subscription as it now is in many places we could mention. If it pays private individuals to support a private school it will pay the public to keep public school.

The teachers and pupils of Ruda schools gave an entertainment April 9, which cleared over $32. The money was divided among the five departments for the purchase of dictionaries, etc. We need not repeat our opinion of a school board's allowing the school itself to be under the necessity of raising funds for such a purpose.

Lombard University, Galesburg, begins the spring term with forty students, six of whom are in the senior class.

The Maplewood public school building at Camp Point, Ill., was destroyed by fire April 21.

Fulton county teachers are making arrangements for an institute this summer, at Lewiston. Supt. Slade and Ex-Supt. Bateman are among the lecturers announced.

The storm of April 18 seriously damaged the University buildings at Champaign. The east wing of the main building was unroofed and the upper two stories of the west end of the old building were torn out.

The Clark County Herald in a report furnished by a visitor to the public schools of Marshall, speaks in high praise of Principal L. S. Kilborn and his assistants. The report says: "It is evident that Prof. Kilborn does not believe in the cramming process, and students are made to realize that only that knowledge is power which finds its measure and master in the understanding, and can be applied by its possessor to some useful purpose in life. I only give expression to the opinion of all the visitors when I say that our public school is a success. It is the aim of the teachers to aid their pupils, not only in acquiring a knowledge of the branches of a good English Education, but in the formation of a good moral character, and we think they should have the sympathy and cooperation of the entire community."

The next annual session of the Woodford County Teachers' Institute will be opened in Minonk, Monday, July 26, 1880, and continued five weeks. Prof. Joseph Carter, of Peru, well known to the teachers of Woodford county, will be present during the whole session, and assist in all the work. Arrangements have been made in Minonk to accommodate members of the Institute at THREE DOLLARS per week. It is expected that Pres. Hewett, Hon. James P. Slade, and probably others will spend some time with the Institute, and lecture in the evening. It is expected that Prof. Carter will deliver one evening lecture, also. Work will be done in all branches required for SECOND and FOR FIRST GRADE certificate; also in Stoddard's Intellectual Arithmetic. The tuition for the whole term—five weeks—will be FOUR DOLLARS; if attendance be less than the entire five weeks, tuition will be ONE DOLLAR per week. A public examination of teachers will be held at the end of the session, at which the attendance during the session, or if such attendance be four weeks or more—will count five per cent on the GENERAL AVERAGE. The examination will be quite hard, but a period of five weeks will be sufficient to prepare for very thorough work. For further information, address the County School Superintendent.

J. E. LAMB.

MICHIGAN.—Miss Stella Morehouse, who has written some live articles for the educational department of the LEVER, has graduated at the Kindergarten Normal of Columbus, O., and intends to devote herself to the Kindergarten work in this state.

The Livingston County Republican comes to us for two or three weeks, minus an educational department. What is the matter, Brother Fairfield? We miss your good sensible talk, and fresh gleanings. Have you a vacation? "Henry C. Adams, recently appointed by the Board of Regents as a lecturer on political economy, is a graduate of an Iowa College, has studied..."
a school moneys, and does not affect the right to attend school.

2. There is no provision of law by which a superintendent is expected to use the public school moneys, and does not affect the right to attend school.

3. Section 40, general school laws of 1879, gives to “all persons residents of any school district, and five years of age, an equal right to attend any school therein.” Under this section, persons over 20 years of age may attend school without paying tuition. The enumeration of children “between 5 and 20 years old” is made solely as a basis for the apportionment of public school moneys, and does not affect the right to attend school.

IOWA-SCHOOL RULE.

State Superintendent von Coelln has recently made the following rulings on questions submitted to him:

1. The Board of Directors have power to dispose of real property belonging to the district only as instructed by the electors. Hence an action of the board granting a portion of a school house site for a high-way, when not so voted by the electors, is not warranted by law.

2. There is no provision of law by which a person can be compelled to act as a member or officer of the board.

3. While there is now no prohibition against the loan of the permanent school fund to school districts, the requirements with regard to securities are such that it will be difficult to meet them, unless the board becomes personally responsible as the parties securing the loan.

4. A school board may contract to grant parties the use of unused rooms in a school house, for meetings of a literary character. Such contract must be subject to termination by the board at any time when the interests of the district require the use of the rooms for school purposes. The board must retain control over all school property.

5. Section 1802, as amended, requires the treasurer to be chosen outside the board, in independent districts having a board of three; but allows the secretary to be chosen from the board or not, as desired. Treasurers now in office will hold until next September, but any person chosen to fill a vacancy in the office of treasurer may not also act as a member of the board.

6. There is no provision of law by which the judges of school elections may receive compensation for such services.

Noyes’ Dictionary holder grows more popular every day. Its practicability and desirability are taken in at a glance; hence the success which the trade are having with it.—Western Stateman and Printer.

Your Weekly is a regular and a very welcome visitor to my table.—Prim. A. C. Hart, Mason City, Ia.
er route. So our school-house was sequestered in a pasture range, and never approached except by the chance rambler over the hills and across the fields. For a long time it was thus left unused and unmolested, to moulder and crumble in its loneliness, just as it was when the key was turned in its lock the evening of the last day of school.

One fine summer afternoon a great while afterward, I, an idler, strayed that way. A light wind was breathing soft music in the leaves of the well-remembered trees, which seemed shrunk in proportion since the days of companionship, for I had lately been accustomed to the lofty buildings of cities, and had passed through mountainous regions on railway cars. The fields were smaller and the hills lower and nearer than of yore. The whole landscape appeared dwarfed. But it was familiar, and the songs of well-known birds, the plaintive bleating of sheep, and a cow-bell rung by a gentle creature grazing not far away, revived feelings of old times.

I stood in the shade of one of the kind trees and looked at the antiquated building, brooding there like an aged and sorrowful mother, deserted by her children. I walked around it and inspected it. It looked so small and pitiful. With half eager desire, with half reluctance I tried the door, which was still staunch, and its lock was firm. A window-shutter was found less secure. This was pried open, the window raised with some difficulty, and I managed to enter. The daylight that followed me in, and rays of sunshine pouring down through several small holes in the roof, enabled me to see, though the room was dingy and melancholy, and had a musty smell. I believe I was the first intruder since school closed. The desks and benches were all there in position, covered thick with dust. A pile of damp ashes and charred chunks of wood were in the fireplace. The water-bucket, on a bench near the door, had fallen to pieces. Faint chalk-marks were on the blackboard. The floor creaked under my footsteps. The smoke-blackened rafters were hung with spider-web curtains. Had I been a fanciful person, I might have conjured up spirits, and peopled these benches with scholars who were in their graves. On a shelf I found a worn, torn, spelling-book, “out of print,” and in the master’s desk a copy of the New Testament. These I appropriated, let myself out by the way I got in, and carefully closed up the house. I spent the rest of the afternoon in a picnic by myself in the immediate neighborhood. The fence was gone, several of the trees were dead, and two or three had entirely disappeared. I was able, however, to locate many interesting spots—very interesting to me, but of the common-place order which attaches to thousands of schools that were and are multiplying in this good land.

Over in that direction (the path is blotted out) a pair of us boys went to go, in school hours, to fetch a bucket of water from a neighbor’s well. Favoritisms were shown in the selections of partners for this task, and much rivalry in obtaining the master’s consent. After the hot chase of noon spell, with exceeding impatience the return of the water-carrier was awaited. The cup-bearer in the school-room dispensed royal blessing. The wood for the fire was cut and stacked by the boys themselves; marbles traded for eggs, etc., motherly attention to rag babies, wisely care of broken dishes, and Vanity Fair, with flowers and dandelion curls; yet with these simple employments—we knew none better—there was much to look back to with pleasure in after years. In the small bunch of little rustic lads I knew, fed in blood and mind on plain food, there were buds of sterling stuff that came out grandly in trials of life where only the best material would have stood the test. The little maids of bare-foot frolic and dandelion curls at length stood by their homes with Spartan fortitude as wives and mothers away on honored fields.

This country school-house, now vanished, with its paths leading this way and that way, worn by the feet of children going from and to their humble homes—this rustic nursery of my youth—I am glad to have placed with its sisters and daughters, among the noblest institutions of the nation.—Ex.

THE CHICAGO INSTITUTE OF EDUCATION.

CONSTITUTION AND BY-LAWS.

PREAMBLE. We, the undersigned, for the purpose of mutual improvement, a better acquaintance, and a more perfect sympathy with each other in our work, do hereby organize ourselves into an association, and adopt the following constitution and by-laws for our guidance:

ARTICLE I. This association shall be called the Chicago Institute of Education.

ARTICLE II. Any person interested in pedagogy may become a member of this institute upon receiving the affirmative vote of three-fourths of the members present at any regular meeting, paying the membership fee of three dollars, and signing the constitution.

ARTICLE III. § 1. The officers of this institute shall consist of a president, two vice-presidents, a secretary, and a treasurer.

§ 2. The officers shall be elected by ballot at the regular meeting in April, or as soon thereafter as may be.

§ 3. The work of this Institute shall be laid out by an executive committee, to consist of the president, two vice-presidents, and two additional members of the Institute appointed by the president.

ARTICLE IV. The duties of the officers of this Institute shall be those usually discharged by such officers.

ARTICLE V. § 1. The regular meetings of this Institute shall be held on the third Saturday of each month, excepting July and August.

§ 2. Special meetings may be called at any time by the president and secretary, upon the joint application of three members, the notice of such meeting to state the purpose thereof.

§ 3. A quorum for the transaction of business shall consist of at least nine members, but literary exercises may be conducted at any regular meeting, by any number of members present.

ARTICLE VI. Amendments to the Constitution. By-laws may be made at any regular meeting, provided that these amendments have been proposed in writing at a previous regular meeting, and that they receive an affirmative vote of two-thirds of the members present.

BY-LAWS.

Rule I. The funds of this Institute shall be derived from a membership fee of three dollars, and from such special assessments as may be from time to time necessary.

Rule II. All elections for membership shall be by ballot, and shall be legal only when the name of the person voted for shall have been proposed at a previous meeting.

Rule III. At the regular meeting in June, the executive committee shall present a program for the succeeding year, beginning with the month of September, and have the same printed.

Rule IV. The order of business of this Institute shall be as follows: 1. Minutes of last meeting. 2. Reports from officers. 3. Reports of standing committees. 4. Reports of special committees. 5. Deferred business. 6. New business. 7. Election of officers. 8. Papers prepared for Institute, and discussion of them. 9. Verbal communications, and discussions of them.

Rule V. All questions of points of order shall be decided by Robert’s Rules of Order.
Personal.
Duane Day will lecture before the Chicago Institute of Education May 15. John F. Yoder, of Danvers, Ill., with J. S. Popple, has begun the publication of the Dispatch.
John T. Morse has been elected Overseer of Harvard College for six years, in place of Rev. Dr. Bellow, declined ineligible.
Mr. Philip Gilbert Hamerton intends shortly to present himself as a candidate for the Professorship of Fine Art in the University of Edinburgh.
Hon. Treasurer W. Park has given $1,000 for the purchase of books for the Free Library in Bennington, Vt. The library now contains upward of 3,000 volumes.
It is reported that Prof. Edward Searing, former State Superintendent of Public Instruction in Wisconsin, has accepted the principalship of the Minnesota State Normal School at Mankato.
Prof. George G. Bush, of Quincy, Mass., has been appointed Professor of Latin in Middlebury College, to succeed Prof. Solon Albee. Prof. Bush is a graduate of Wesleyan University, class of ’66.
George B. Lane, A. M., formerly of Rochester, and for a number of years principal of the Carriane School at St. Louis, Mo., is prominently mentioned in connection with the superintendency of schools in the latter city.
Mr. Robert C. Withrop, of Boston, presented to President Hayes the desk upon which Jefferson wrote the Declaration of Independence. The gift comes from the heirs of Joseph Coolidge, of Boston, to whom Jefferson himself gave it. Mr. Coolidge’s wife was the granddaughter of Jefferson.

LITERARY NOTES.
—D. Appleton & Co. have on exhibition a monster petition, containing over 44 feet of names, that was sent to the Board of Education in Little Rock, Ark., asking for the adoption of their popular Series of Readers in the public schools of the city. That the petition was not longer is said to be because there were no more citizens to sign it. This shows that the books will have a cordial reception there. They deserve it.—N. Y. School Journal.
—That striking paper by Washington Gladden in the March St. Nicholas—"Disadvantages of City Boys"—is followed, in the May number of the magazine, by "A Talk with Girls and their Mothers," from the same writer. The facts on which the first article was founded were obtained by canvassing one hundred highly successful men. The second paper, also, is based on facts,—facts and the wisdom won by ripe experience, communicated to Mr. Gladden by a large number of the most eminent ladies in his own city.
—Messrs. Jansen, McClurg & Co. announce that on May 1 they will issue the first number of a monthly periodical, devoted to literary news and criticism, to be called The Dial. It will be a journal of not less than sixteen large pages, printed on heavy laid paper, with neat and elegant typography. Its contents will comprise critical reviews of important new books, with brief descriptive notices, fresh literary notes and news, personal gossip about authors, lists of the books published during each month, and announcements of those soon to appear;—in brief, a complete, monthly index and review of current literature, for the use of book-buyers and the trade, as well as for all persons of literary tastes. Subscription price, one dollar per year. Ten cents per copy.
—The May number of the Popular Science Monthly contains an unusual number of important articles on diverse subjects. The first is by Prof. J. M. Buchan, entitled "Climate and Complexion." Then follows "The Carbon Button," by E. A. Engler, in which the writer gives an elaborate and instructive account of the growth of the telephone. It is profusely illustrated. The Lord Bishop of Carlisle’s article on God in Nature in the Nineteenth Century is republished, as being of special interest to those concerned in the question of religion and science. The author skillfully defends the study of physical science against the charge of atheistic tendencies. "Slam Admiration in Literature" is a pungent reply to the emptiness of much of our literary talk concerning authors and books published, by James Payn. Other articles are "The Impediment of Adipose—a Celebrated Case," by E. Vale Blake; "The Pleasure of Visible Form," by James Sully; "Hysteria and Demonism, a Study in Morbid Psychology," by Charles Richet, which is an article abounding in new and most important views concerning those singular premonitions of conduct that result from the morbid action of the nervous system. There are also "Bacteria as Destroyers of Insects," by E. Ray Lankester, R. F. S.; "Some Facts and Fictions in Zoology," by Dr. Andrew Wilson; "The Central Polyscope" (illustrated); "Capture among the Mollusks" (illustrated); "How Insects Direct their Flight," by M. J. de Belleme; Sketch of James Clerk Maxwell (with portrait); Correspondence; Editor’s Table; Literary Notices; Popular Miscellany; and Notes. D. Appleton & Co., New York.

PUBLISHERS’ NOTES.
—Lee and Shepard present our readers a new advertisement every week. Their list contain some very valuable books.
—Prof. O. P. Hay, of Irvington, Ind., Professor of Natural History in Butler University, intends to visit Mississippi again this summer for the purpose of collecting zoological specimens. His advertisement in another column invites correspondence from parties who would like to accompany him.
—One of the grand works of American publishers is Lippincott’s Gazetteer. It stands alone, and there is no need of a rival. For five years past editors have been at work rewriting and enlarging it for a new publication, which this enterprising house now announces to be ready. The publishers have spent over fifty thousand dollars in the production of this edition, the largest amount of money ever invested in the issue of any one illustrated volume. They know the value of the work to the English speaking world, and that it must be placed in every school and library in the land as second only to an Unbridged Dictionary. This new edition contains notices of over 125,000 places, covering 2,475 pages, imperial octavo. The price has also been retained at $10 for the regular library style. Orders may be sent direct to the publishers, or to the Accommodation Department of the Weekly.

HORSFORD’S ACID PHOSPHATE For Mental Exhaustion, Overwork, Etc.—I have taken Horsford’s Acid Phosphate. It has done me more good than any other medicine I ever took. I shall take more.

RACINE, Wis.
REV. S. N. GRIFFITH.

(Handed to the Editor by a Chicago School-teacher.)

BOYS.

Most boys are fond of playing.
They are generally into mischief, except good boys.
They like to play marbles, spin tops, fly kites, kick foot-balls, and throw snow-balls.
Boys are always tearing their clothes, but how do they do it? Why, because they climb fences and trees. But why do they climb fences? Because they want to look over into the next yard. The question the boys ask lately is: "Have you got a bicycle?"

By One of Them.

Nine years, old.
Thus she recounts, and at once, with Aeneas, leads on to the palace,
And at the same time orders an offering made in the temples;
Nori in the meantime omits, for his friends at the shore, a rich present,
Sending twenty bullocks, and bristling swine a full hundred,
And in addition she sends them a hundred fat lambs with their mothers,
Bountiful cheer for the day.

But the apartments within with imperial splendor are furnished,
Where in the midst of the house they prepare a magnificent banquet;
Tapestries wrought with nice art, and richly embroidered with purple,
Tables weighed down with silver and gold wherein were engraved
All the brave deeds of her fathers, a long and continuous series,
Traced through so many brave men from her ancient family founder.
Nor were the father's affections at rest in the heart of Aeneas,
But in all haste to the ships he dispatches Achates, to carry
Word to Ascanius there, and to bring him back to the city.

And in addition she sends them a hundred fat lambs with their mothers,
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The Educational Weekly.
Number 159

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