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The Educational Weekly.

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THE WEEKLY.

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FURTIVE FICTION.

At the last meeting of the Chicago board of education the superintendent suggested that the sum appropriated for evening schools be applied to the purchasing of juvenile books, which, under the management of the teachers, might be used as a means of weaning our youth from the reading of the sensational literature so abundant in these days and so eagerly devoured by the rising generation.

It is true that evening schools have been a failure of late in Chicago; but this was owing to the way in which teachers for them were selected—the lame, the halt, the paralytic, and the protégés of ward politicians being the persons chosen during the last two winters in which they were tried in Chicago. The failure was dismal, of course. But under competent management evening schools could be made a success; they are a success in every considerable city of the United States except Chicago.

The idea of the superintendent is to wean our youth from flash literature, but his plan is impracticable. It would be much more advisable to apply the money in hand to the prevention of the tobacco habit and the practice of jumping on the trains moving through the city. The juvenile books that are supplied by the teachers from such a fund serve to give the children a taste for the more highly spiced Ledger story and the more extravagant dime novel.

Again, those who have had charge of school libraries pronounce them a mixed blessing. The courses of study are crowded, and it is not well to have children's attention distracted. All their time and energy are required for their regular school duties. If they are to have any diversion it might just as well be out-and-out pastime and not semi-didactic in its character.

On the whole, then, if the board want to waste $10,000 they will follow the advice of the superintendent and purchase 10,000 volumes of namby-pamby reading. The books would be eagerly sought after at first, but before a year the teachers would lock up the book cases in order to confine their pupils to their school duties, and the children would fall back on their weekly story paper and the public library.

DO EDUCATIONAL JOURNALS PAY.

Barnes' Educational Monthly for May fairly bristles with good things. The first editorial is on "Permanence." It is written in the editor's best style, and presents a convincing argument in favor of permanence in the teacher's position. The editor then asks: "Do Educational Journals Pay?" and puts the whole so pithily that we shall be pardoned for quoting it:

Theoretically always, practically seldom. Good journals always pay a thousand fold, but not often cash dividends. The Educational Weekly has said some plain words in an honest way. We quote a few of them. "The Educational Journal is an orphan. Teachers low down are too indifferent to support it; most teachers high up, are too conceited to support it."—"Great educators expect to get the journal for nothing."—"Great educators are apt to be great humbugs." The Omaha High School advises the Weekly to "discontinue its unappreciated efforts and let teachers relapse into ignorance and barbarism." But how can those, barbarians already, sink to a lower level? Let us know! Educational journals do pay. The New York Bulletin says, The Pennsylvania School Journal pays. The New England Journal of Education pays. Could not Bicknell, Wickerson, and Bardeen be appointed a joint committee, and a report be squeezed out of them in which they would tell—how? It would be hailed with joy by a hundred poor, struggling, philanthropic, self-sacrificing, and non-sustaining journals, now living in vain expectation of striking a bonanza.

We honestly believe Mahoney of The Educational Weekly struck his skillest on the right spot when he intimated that the reason some educational journals don't pay, is because they are published in the interest of education! Teachers don't want educational journals except for fame and glory. Who says they do? Let us hear from them. Now we are going to tell a fact. We shall not tell the place—not now—we may some time.

FACT.

In a State Normal School receiving and expending over eighteen thousand dollars a year, with a faculty of sixteen teachers, only two of these teachers take and pay for any kind of an educational journal. ONLY TWO! Among the pupils, three hundred young men and women—our future teachers—not one takes any kind of an educational journal. Who is to blame? Are our teachers so low down, even the best, or are our journals unworthy of support? Which? Barnes' Educational Monthly lives, because,—well, we don't like to tell why, but we live, (begging pardon of our friends and enemies for so doing) because we can't quite make up our minds to die. We've thought some of it, but a respectable funeral cost so much now—a-days, we have concluded that it is cheaper to live than die, so we live, and while we live shall try to be as enterprising as the circumstances will permit.

The Monthly frankly acknowledges that it is alive merely to save funeral expenses. May be the New England pays; we hope so. The School Bulletin pays for two reasons—it has a genius for an editor and it is published in connection with a thriving book business. Whether the latter is a source of wealth in addition to the former or in spite of it we can not quite determine. The Pennsylvania School Journal receives State aid,
that tells the story in its case. There is nothing strange in the
fact that educational journals do not pay in this country. All
classes are too nearly equal to make it profitable for anybody to
assume to teach his fellow sovereigns. Napoleon said he could
not see a chair in a room a little higher than the others without
wanting to take it himself. So in this country we are all peda-
gogical Napoleon, and if the fellow that mounts the tripod of
our professional journalism is simply unseated without being ren-
dered incapable of occupying any other chair by the a posteriori
atentions of his fellow pedagogues, he is lucky in his escape.

Moreover, it should be well understood by this time that he
who desires to get rich should expose for sale something that
people want, and, above all things, what they do not want is to
be instructed. People generally do not appreciate efforts to im-
prove them, but above all others, teachers resent the suggestion
that they need to be or are capable of being instructed. But the
glory attaching to educational editing should be taken into ac-
count; likewise its consequential benefits, which are chiefly that
it gets a man out of the business of teaching pretty quick. This
alone is a wonderful recompense. A man can not write matter
that will sell without saying something, and he can not keep on
saying things for a very great while without treading on people's
corns, and the corns of educational officials are peculiarly ten-
der. Educational journalism gives a man a glorious opportunity
to get out of the pedagogical profession—an opportunity that he
must improve sooner or later; and if he is a success as an editor
it is sure to be sooner than later. Barnes' Monthly gives a curi-
ous reason for its existence—the saving of funeral expenses. Our
motive is just the opposite; it is to make them. It it were not
for the quiet bonuses from undertakers we do not know what we
should have done when the price of paper went up skyward.

NOT THE BOARD, BUT THE BLOCK.

A GREAT deal of misapprehension prevails concerning the
attitude of the WEEKLY toward the members of the Chicago
Board of Education. In private conversation and in published
articles we find this misapprehension cropping out. The follow-
ing is a specimen:

WOMEN TEACHERS CANNOT MARRY.

The Chicago Board of Education has passed a funny decree. It is nothing
cess than this—that women teachers shall not marry, or if they do marry, they
shall be considered de facto, no longer women teachers, but simply wives. It
was probably passed in the interest of future husbands who desire to have
their own wives all to themselves. The question now with all such unfortu-
nate females will not be to marry or not to marry, but, to resign or not to
resign. It will not be whether they love the schoolroom less, but their hus-
band's more. Now they ought to pass another decree making it a misdemeanor
for any man to make love to any one of Chicago's women teachers. There
should be a wise discrimination, for some would not be willingly sacri-
ficed, but others should be carefully watched. A guard of respectable poli-
temen should be stationed around their houses, and no man or messenger on
love intent, should be permitted to enter unattended by one of the members
of the Board of Education. If what THE EDUCATIONAL WEEKLY says about
some members of the Board is true, the very sight of them would forever
frighten marriage and love out of the mind of any woman. At all events,
the board as a whole should be indicted as enemies of the rising generation.

-Barnes' Monthly.

As regards the allusion to the WEEKLY in the above, we would
say that our contemporary has and is liable to give a false im-
pression. The WEEKLY has not abused and is not disposed to
abuse the Board of Education of this city. For all but two of
its members the WEEKLY has much respect, and it has as much re-
spect for those two exceptional and exceptionable members as any-
body has. But the following gentlemen are entirely respectable,
to wit: Hon. P. A. Hoyne, U. S. Commissioner; E. G. Keith,
business man; M. A. Delaney, ex-state senator; A. C. Bartlett,
business man; Geo. B. Armstrong, rising journalist; M. E.
Stone, editor of the Daily News, the most successful newspaper
venture of this decade; James Frake, Attorney; Thomas Brennan,
Asst. City Treasurer; P. O. Stensland, business man; E. Frank-
enthal, business man; William Curran, business man; and I. N.
Stiles, one of the ablest lawyers in Chicago. Of the remaining
two, W. J. English and J. C. Richberg, it has not language to
express its contempt.

It is natural that the idea should prevail that the WEEKLY is
down on the Board, for to vary the expression in criticizing Mr.
Doty the term "administration" had to be used frequently, and it
has been that gentleman's policy to diligently transfer the odium
from himself, and attempt to spread it over the whole Board.
A little of embarrassment, too, results from having their execu-
tive officer so freely and justly criticised, and a touch of the
"our-country-right-or-wrong" sentiment impels them to stand by
his cause.

Now the WEEKLY knows that every member of the board
knows that Mr. Doty is, as a school superintendent, a lamentable
failure; and the worst of it is that each member knows that the
WEEKLY knows that he knows it; hence the support of Mr. Doty
by the Board comes from a feeling of deprecatory self defense
rather than a firm belief in his abilities as superintendent.

As for Mr. Doty, it is a impossibility for him to do a right thing,
educationally, as it is for a brick-hat to float in Lake Michigan.
He started in with a system of school keep-up that would
make a stone split with laughter; but when it was criticised he
dropped it incontinently. His next move was with the assistance
of a book agent to issue a course of instruction that remained
in operation two months, when the rumbles of discontent became
so loud as to compel him to pretend a revision that was never
perfected. At the last principals' meeting a lady complained—
the men dare not speak out—that the schools were becoming
ungraded, drifting apart, especially in the study that Mr. Doty
has put all his strength on. The lady's language was, "Some go
by the Manual"—Jonathan Piper's work—"and some go by the
slip, and many pupils coming to my school cannot be placed in
the grade which their cards call for." But the lady's remark
was treated with insolent disregard.

Mr. Doty has allowed the distinction between grammar and
primary schools to be obliterated through his own inability to
take in the topography of the city, and adjust boundaries to the
circumstances of a rapidly growing city. The result has been
the establishment of a number of hybrid, unranked, and unrankable
schools, that has led to bickering on the salary question and al-
most undone the spendid organizing of the ante-Doty decade.

If Mr. Doty would accept the business management which was
intended to be carved out for him, the loss to the city would be
merely financial, though considerable, from his extravagance and
inability to grapple with financial matters; but his nepotism and
selfishness again interfered and suggested the crowding out of
Mr. Ward and the installation of Mr. Doty's brother in the pro-
posed new position.

His last salary schedule is the most unblushing piece of effron-
tery that a school manager could be guilty of. The expense
of last year for salaries of office force and teachers was $54,000,
with $663,000 for the current year he proposes raising only his
own salary and those of some principals and the office employes.
Were all the teachers' salaries raised ten per cent, and all possi-
ble need of teachers provided for, there would still be about $30,000 of a margin in the item for salaries. But Mr. Doty makes no suggestion for the increase of assistants' salaries. By those who know him best his only amiable trait is said to be care of his immediate relatives. It may be a matter of regret to the lady teachers of Chicago that there is not a representative of his family in each of the grades forming a basis of salary advancement.

All this the Board members know, and in support of Doty they are somewhat troubled with a guilty conscience; they feel hurt subjectively when the expression "Board of Education" is innocently and indirectly used by the WEEKLY or by any other equally intelligent critic of the schools; they are ashamed of themselves and take the prickings of their own conscience for abuse by the WEEKLY when it calls attention to a duty that is plain to everybody.

What can they do? What should they do? They should remove Mr. Doty from the superintendency at least.

The meeting of the American Institute of Instruction at Saratoga, July 6, promises to be very largely attended. The President, Prof. I. N. Carleton, of New Britain, Conn., is making active efforts to secure a grand educational gathering. Many of the most prominent educators of the country have engaged to be present, among them Rev. Dr. Barnas Sears, Rev. Henry Ward Beecher, Pres. C. D. Foss, and Hon. John Philbrick. Teachers from the Western States will find it profitable to attend if they happen to be down that way.

THE INFLUENCES OF THE COMMON SCHOOLS.

The English Fortnightly Review lately published a lengthy article upon "American Competition" in the markets of the world, with English manufactured goods. Admitting that the supremacy of English manufactures is in danger from American competition, the writer claimed that the advantages, so far as they exist, are due mainly to five circumstances: First, our schools; second, manhood suffrage; third, easy acquisition of land; fourth, the habit of small savings; and the absence of a standing army. Below we give the portion of the article concerning the common school, as presenting some unusual arguments in favor of the institutions, yet such as should be understood by all the people.

In respect to the first of these influences, the public school system, the foreign observer generally takes notice only of the quality of the instruction given, and though he may find something to praise, he finds also much to criticize; he finds in many cases the instruction bad and the subjects often ill-chosen, and he wonders at the misdirection of a force that might be so much more wisely applied. What he fails to notice is that the school itself, entirely apart from its instruction, is the great educator of the children who attend it. The school is, first of all, no respector of persons; the stupid son of a rich man led in every class by the son of a mechanic cannot in after life look down on him as an inferior, whatever the conventional position of the two may be. Or if the rich man's son have brains as well as fortune, the poor man's son can never attribute to fortune only the lead that he may take in after life. The school is thoroughly democratic, and each pupil learns in it that it depends on himself alone what place he may take in after life, and that, although society may be divided into planes, there is no system of caste and no barrier in the way of social success, except the want of character and ability to attain it. The associations of the common school utterly prevent anything like servility in the relation of classes in after life, and although it is sometimes made a little manifest that "one man is as good as another, and a little better," on the part of those who are more eager than discreet in their effort to rise, yet on the whole the relation of the various classes which must in the nature of things always and everywhere exist, is that of mutual respect, and anything like the old world distinctions of caste and rank would seem about as absurd to one as to the other. The common school is the solvent of race, creed, nationality and condition.

In another way the discipline of the schools affects the processes of manufacture. In the schools, cleanliness, order, and regular habits are enforced, with deference to the teachers and respect for authority; and in these later years, coupled with the teaching of music and drawing in all the principal towns and cities. When children thus trained are removed to the mill or the workshop, habits of order and cleanliness, with some aesthetic taste, are already established. Nothing strikes an American manufacturer with so much surprise as the extreme untidiness of the large textile mills of England, and the dreariness of the factory towns. In this respect, however, it must be confessed that the managers of the New England mills are greatly aided by the absence of smoke, the coal commonly used being anthracite. Much surprise is often expressed by our foreign visitors at the amount of decoration permitted in the fitting of stationary and locomotive engines, and in much of our machinery, but bad as the taste displayed may sometimes be, it is nevertheless a fact that such engines or machines are better cared for and kept in better repair than where no individuality, so to speak, is permitted. On one of our great railways the attempt was not long since made to dispatch the locomotives as they happened to arrive at the central station, sometimes with one, and sometimes with another engine-driver; but the immediate and great increase in the repair account caused the corporation to return very soon to the customary plan of giving each driver his own locomotive with which he may be identified.

The instruction of the school also gives every pupil a superficial knowledge, if no more, of the geography and resources of the country, which the universal habit of reading newspapers keeps up. Hence comes the almost entire absence of any fixed character in the labor of the country—every boy believes that he can achieve success somewhere else if not at home. No congestion of labor can last long—the war and the succeeding railway mania combined concentrated population at certain points to a greater extent than ever happened before, and it has taken five years to overcome the difficulty; but within these five years a million new inhabitants in Texas, half a million in Kansas, and probably a million and a half added to the population of Nebraska, Colorado, Minnesota, and the far north-west, indicate that the evil has already found a remedy.

HEALTH IN THE SCHOOLS.

William Blaikie, the author of "How to Get Strong, and How to Stay So," spoke before the Brooklyn Teachers' Association the other afternoon on "Physical Education." I want, said he, to see if in an informal talk we can't hit upon some way in which we can bring the physical education of school children down to a practical basis. Our children, who are healthy and buxom when they begin school work, come out pale, sickly, and with round shoulders. If you require the children under you to sit far back on a chair and to hold their chins up, you will cure them of being round-shouldered, and the lungs and other vital
organs will have free and healthy play. Another simple plan is to have the children bend over backward until they can see the ceiling. This exercise for a few minutes each day will work a wonderful transformation. If a well-qualified teacher could be employed to superintend the physical development of the children, the best results would be seen.

Years ago they hit upon a plan at West Point for straightening up the boys, and you won't see a crooked cadet in the place. If you will double down upon your stomach, your vital organs, your lungs will not have a chance. You must be careful not to go too fast. The boy who does too much is lame for days afterward. He wants guidance and judgment. Let there be some one to overlook him. Give him moderate exercises, and he will have a better chance in life. He will not break down where others will.

Exercises in schools may be simple, and the apparatus economical. A little exercise a day upon ground foreign to our theme. We find the uses divided into two classes: (1) uses by the teacher, and (2) uses by the pupils. The pupil is thus enabled to comprehend the material of both author and people is that they view the end, without thinking of the means by which it was reached. The same persons call upon the schools—do not visit them—then rush before the people and utter the trite things, but forget that it must be preceded by memory and imagination, and without them thought may have a firm basis. As a caution we add: stuff the mind, but give it as much chance in life. He will not break down where others will.

The blackboard is the teacher's ever-ready helpmate—in skillful hands, a willing and efficient tool. There is not a subject in the broad field of educational work, which does not offer some opportunity for its use. All pupils, and especially those in lower grades, learn much and learn quickly from illustrations. For this reason; if no other, their books are filled with pictures, often colored, that they may appear more natural, certainly more attractive. The pupil is thus enabled to comprehend the matter quickly, perhaps acting on the principle that "seeing is believing." Here, then, is our reason for frequent blackboard work by the teacher. Almost any geography, reading, spelling, or grammar lesson will present an opportunity for illustration. Nearly the entire effort of the pupil's first year in school is to enlarge his vocabulary; and the same effort, in a minor degree, lasts throughout his life. How necessary then, that the earliest efforts be efficient; that the vocabulary be made lasting, and supported by accurate definitions. Narrations and descriptions, practice sentences in grammar, and every spelling lesson, are full of words, the definitions of which cannot be more clearly or more forcibly presented than by a sketch, though a rude one.

Undoubtedly, writing offers the greatest field for the teacher's use of the board. The principle here involved is the one previously mentioned; we are more ready to believe and understand what we see, than what we hear. Between closely allied or similar forms it is difficult to distinguish differences, though numerous; but in extremes the differences are so prominent that they are readily observed. How well these facts are illustrated in the copy-book of the average pupil, who cannot write more than six or eight lines before the last line will appear worse than the first! Whatever the causes of this, the pupil is blinded by the similarity of forms. No form is made exactly like its predecessor, yet the differences are not prominent enough to attract his attention. At this point the instructor can produce the means by which these errors may be corrected. Present to the pupil the extremes; by by writing in the copy-book of the pupil—for by so doing, you only present a different error, which the child will surely copy—but step to the board, draw correctly the letter or form in question, and beside it reproduce the form found in the pupil's work. The comparison is striking, often ludicrous. By a few strokes of the crayon, one can present the relations of G, H, and K; B, P, and R; F, L, S, and T; the parallels in M, N, U, V, and W; the graceful curves and parallels in F and T; and the proper spacing of D. These relations are not such as exist between tribes and races; they are closer, more like those of the family.

The teacher's use may be considered as a helpmate, one almost indispensable. That of the pupil certainly cannot be considered in so uncertain light,—it is a necessity, the want of which produces manifold difficulties not easily overcome when once established, yet taken in season are quickly destroyed.

In whatever part of the educational field our work may be, the result to be obtained is the same. The "sum total" of the work is embodied in the expression so often given as advice by the ever-present and too frequently shallow critic of the public schools of the day. It is the few words: "Teach the pupils to think." If these would be "reformers" would not be in quite such a hurry to place their productions in print, and would give the matter even half the attention which it demands, investigate the workings which they decry, they certainly would not dare give this advice, without at least suggesting some plan by which it might be accomplished. The same persons call upon the schools—do not visit them—then rush before the people and utter the trite remark that: "education is not that which pupil with facts and figures," and a hurrying, crowding populace, giving it half a thought, applause and call it wisdom. Yet the same pen, the same popular voice, with one deafening shout, proclaim the individual wonderful who uses these facts and figures,—has them as they say "at his tongue's end;" call him a statesman of the greatest ability, and reward him with a "fat" office. The error of both author and people is that they view the end, without once thinking of the means by which it was reached. They applaud thought, but forget that it must be preceded by memory and imagination, and without them does not exist. In educating these powers of representation, it is our duty to develop them; not that this is the only consummation to be obtained, but that it is a necessity for advancement. We can hardly say that thinking is a sequence of memory, but it is developed after it, and when once brought into the field, the memory becomes its basis and its aid. If this be the arrangement that nature has provided, it certainly is the plan for us to follow. It then becomes a cardinal principle of our work to educate well the memory, that thought may have a firm basis. As a caution we add: do not attempt entirely to perfect the representative powers before giving the thinking powers a chance to act. We need not stuff the mind, but should give it as much as it can digest well, and retain a healthy appetite. Of the many means which may be, and should be used in drilling the representative and thinking powers, only the blackboard is to receive our present attention.
In studies of a descriptive, narrative, or argumentative nature we seldom find the board used; yet no class of studies offers a wider field for doing productive labor. A reading lesson offers varied exercises; a paragraph may be paraphrased; a synopsis made of the whole selection, or of some of its parts; a list made of the principal persons or things mentioned, or topics discussed. Geography, grammar, botany, zoology, and kindred studies offer equally extensive fields for similar work. Definitions, statements and rules may be given to pupils to write upon the board, while others are giving the same by oral recitations.

The use of the board in arithmetic and grammar requires more than a passing notice. In Arithmetic, probably the board is used more than in any other study, and we think that careful investigation will compel you to add, that in no other study are the good results less. This deplorable result is in a great measure due to the fact that the board work is not properly supported by what is commonly denominated mental work. Board work is impossible without mental work. It is but the placing in black and white what the mind produces in its subtle workings. It is not the end, but is the means to an end. Forgetting this, the board work is taken for an explanation, an explanation for an analysis, and we think because the pupil has several times performed the work, without giving the analysis, that he can always do it. The effects of the omission of the analysis are cumulative, hence not discovered until great injury has been done—injury which often takes months, perhaps years to repair. It is true, that unless the pupil has been told, he must first make an analysis in his own mind, before he can possibly place the example upon the board, but if he lose the faculty of analysis, the board work becomes useless. The figures are but barren symbols, unless they represent conditions and things, with which the mind must work. The problem is a drill for the mind, and the board work simply a method of relieving the memory, that it may more easily and quickly perform its duty of aiding the thinking powers. What has been said of arithmetic, is equally true of work in grammar, when exercises in diagraming are practiced. To overcome this evil, the stunting of the reasoning powers, as it appears in both branches, we must analyze orally or by writing the same upon the board; thus, in the latter case, making an accessory to evil do penance.

Besides these special effects of the exercises mentioned, we have constantly been giving drill in matters usually slighted or laid aside for a better time, which never arrives. We have been teaching spelling in its best form; made grammar real and practical by constantly using the rules of composition, punctuation, and the rules for the use of capital letters; in single day, giving the pupil more practice in writing than, under ordinary circumstances would be given in a week. In fact, we have become magicians and made dead bones lively, and horrible ghosts pleasant companions.

There is yet another kind of board work which is worthy of considerable attention; map-drawing and figure drawing. We are very apt to count map-drawing as nothing more than a variation of routine. To some pupils it is a pastime; to others drudgery; too seldom a duty. A good map looks finely upon the board and thus adds to the pleasantness of the room. If no other reason could be presented, this alone would make the practice worthy of encouragement, but there are stronger reasons for urging the practice. Before the pupil can put any map, figure, or other illustration upon the board, the original must be studied; not studied as one studies a map when looking up map questions, hastily, and simply to find certain localities, rivers, capes, or

bays. It requires a comparison of distances, a study of particulars, of form, of relations. It requires so minute and close study, that by a little practice, say twice drawing, a sixth grade pupil can make a very respectable map, or figure, from memory, while advanced pupils can do accurate memory work with even less practice. I know of no exercise that will make geography more practical, make it more lasting, than will this work of map drawing. What has been said of map drawing is not less true of figure drawing in astronomy, botany, or zoology. Besides these reasons, another exists which already may have suggested itself to the reader: the drill which it affords the necessary precedent and accessory of thought—the representative power.

One more word about our friend and helpmate. Blackboard work is but one of the many ways by which we are to accomplish the great end of teaching pupils to think. At one time it may prove to be the best and only way; again it will, by improper use, show itself to be one of the greatest evils. In the teacher's list of aids and appliances, which are as various as his mind is active, it does not necessarily rank above, but holds an equal rank with several others. When used alone, its effects are perceptible, and used in connection with other means, it becomes a mighty power, producing work of like magnitude.

**OUR GIRLS.**

Perhaps no class of persons come in for a larger share of criticism than our American girls. While some of it may be just and deserving, the bulk of it is unjust and an infuriation on the part of scribblers who know little of what they write. One writer charges them as a class "with being frivolous"—"with show, and greedy for society." Another says: "It is dangerous for a young man to think of matrimony, unless he has a fortune at his disposal." Another mourns for the days of simplicity of our grandmothers. Doubtless all of these carpers have personal reasons for their complaints, for it is in the knowledge of every observer that there are foolish, frivolous American girls, just as there is a multitude of young men whose mothers blush for them. But, taken as a class, every fair observer will brand the above charges as false. Without detracting a single honor, and in full belief of the nobility and womanly virtues of our grandmothers, we assert that the American girl of to-day is her worthy successor—the heir to every womanly virtue. Nay, more, she has, in addition to that inheritance, and under the broader civilization and culture obtained through the open doors of seminary and college, added year by year unnumbered graces to the old mold. Nor can these virtues be classed simply as impracticable and suited only to hours of recreation; they are of that substantial character which enters into a fulfillment of the promise, "It is not good that man should be alone; I will make him a help meet for him." It is a positive misfortune that so many young men misunderstand the nobility and the loyalty of love that belongs to the American girl, and defer matrimony "until they are rich," until they "can furnish her such a home," as her father through a long struggle from poverty has made for her. Thousands have made just such mistakes. Instead of marrying for love and working for their money, they seek the money, and somebody marries them because they have obtained it. Thus a large class are thrown, so to speak, upon the market, for time-servers and fortune seekers, who appreciate more the glitter of diamonds and jewels than the fragrance of the orange blossoms that usher in the new life. It is safe to say this condition is not woman's choosing. Left to her candid, free choice, not one woman in fifty but will give her hand where her heart has been won, to a
man whose nobility of character and manhood has impressed itself upon her, regardless of any accumulated wealth. Doubtless there are myriads of old bachelors in comfortable quarters who will go on dreaming of the home of the future, but let them beware, lest when that hoped-for day comes, they find they are by education unfitted to enjoy it. That the young women of America are frivolous, and refuse to share, willingly, humble homes with honorable, honest men, is an unjust accusation. The American girl is the peer of any woman upon the globe, or any that has lived in the history of the past. By the time-honored rules and conventionalities of society she modestly awaits to be called to preside over her future home. Many thousand young men in our cities and over the land would have been saved from vicious lives, now undermining all their foundations of manhood, had they earlier made their choice, and taken into their counsels some honest, cultivated, warm-hearted woman. Let them forsake their evil ways and reform ere it be everlasting too late.

—Inter Ocean.

THE BIRDS.

One day in the bluest of summer weather,

Sketching under a whispering oak,

I heard five bobolinks laughing together.

Over some ornithological joke.

What the fun was, I couldn't discover—

Language of birds is a riddle on earth;

What could they find in white-weed and clover?

To split their sides with such musical mirth?

Was it some prank of the prodigal summer—

Face in the cloud or voice in the breeze?

Querulous cat-bird—woodpecker drummer—

Cawing of crows high over the trees?

Was it some chip-munk's chatter—or weasel

Under the stone wall stealthy and sly—

Or was the joke about me at my ease,

Trying to catch the tints of the sky?

Still they flew tipuly, shaking all over,

Bubbling with jollity, brimful of glee—

While I sat listening deep in the clover

Wondering what their jargon could be.

'Twas but the voice of a morning the brightest

That ever dawned over yon shadowy hills;

'Twas but the song of all joy that is lightest—

Sunshine breaking in laughter and trills.

Vain to conjecture the words they are singing,

Oftly by tones can we follow the tune;

In the full heart of the summer fields ringing,

Ringing the rhythmical gladness of June!

—Pulnani's Magasin

LAST WORDS.

Queen Elizabeth, at the end of a most prosperous reign, begun amid dangers and difficulties that were overcome by bold measures and prudent councils, died exclaiming, "Ah, my possessions! for a moment of time."

George IV. met death with almost a jest upon his lips. Turning to Sir Walter Raleigh on whose arm he leaned, he said: "Watty, what is this? It is death, my boy, and they have deceived us."

The Danish sovereign, Frederick V., greatly beloved by his subjects, cried, "There is not a drop of blood on my hands," as he passed away.

Henry VIII., who had altered the whole course of monastic life in England, exclaims, "Monks! monks! monks!"

Edward VI., the wan boy King, with his fast-fading eyes, commended his soul to God, "Lord, take my spirit," and Cromwell, as he listened to the discourse of those about him, said, "Then I am safe," and was silent forever.

The last word of Charles I. on the scaffold to Archbishop Jux-

son was "Remember," referring to his desire that his son Charles should forgive his father's murderers.

Anne Boleyn, in the same terrible situation, clasped her fair neck, saying, "It is small, very small;," and Sir Thomas Moore, as he yielded himself to the executioner, said, "For my coming down let me shift for myself."

Wolfe, dying in the midst of victory on the battlefield, and hearing of the enemy's retreat, cried, "What! do they run already? Then I die happy?" Sir Philip Sidney, after he had relinquished the draught of water to an humbler comrade, though parched with thirst, turned him round to die, saying, "Let me behold the end of this world with all its vanities."

Mirabeau desired to die while delicious strains of music floated on the air, but his last utterance was a demand for laudanum to drown pain and consciousness.

Mozart's last words were, "Let me hear once more those notes so long my solace and delight;" but Haydn, forgetful of his art, cried, "God preserve my Emperor."

Alfieri's sympathetic nature displayed itself in "Clasp my hand, dear friend, I die."

Goethe cries, "Light, more light;" Tasso, "In tus manos, Donnina;" Byron, "Come, come, no weakness; let's be a man to the last; I must sleep now." And those who saw his embalmed body in 1824, when brought to England from Missolonghi, in the Florida, and removed to Sir Edward Knatchbull's house in Great George street, where the coffin was opened, describe the face as of marble whiteness, the expression that of stern quietude, lying wrapped in his blue cloth cloak, the throat and head uncovered, crisp, curling locks, slightly streaked with gray, clustering over the temples, the profile of exceeding beauty.

EXAMPLE.

As I was visiting a school, not long ago, the teacher gave me a parcel of writing-books to examine. In one of the copies I noticed a slight mistake. It consisted in but a single letter. The copy was designed to be thus: "Good that comes too late is good for nothing." The mistake was in the little word too, which was written with a single o, whereas it being an adverb in that connection, there should have been two, as above. On calling the attention of the teacher to it, she at once recognized the error; but it was too late, for the whole page had been written, and all the way down the mistake had been copied. It appeared in every line from top to bottom. I was thus forcibly reminded of the influence of example. A bad example in a parent is often copied by the children. They do as the parent has done. All their lives long, from childhood up to old age, they copy his mistakes. And serious ones they oftentimes are. The mistake in the copy, to which we have alluded, was trivial. No harm could result. But when a parent exhibits in his daily life some great fault, and the child copies it into his own life, the results are often greatly injurious. They prove to the serious harm of the child. And oftentimes the fault is copied, not by one generation merely, but by several. It descends to children's children. No parent therefore can look too carefully to his example. He should strive to be what his children should be, and what their best good, both for this world, and the world to come, requires that they should be.—Selected.

"MY SPARE MOMENTS."

A poor country lad came one morning to the door of the head-master of a celebrated school, and asked to see him. The servant eyed his mean clothes, and thinking he looked more
like a beggar than anything else, told him to go round to the kitchen. The boy did as he was desired, and soon appeared at the back door.

"I should like to see Mr. ——," said he.

"You want a breakfast, most likely," said the servant; "and I can give you that without troubling him."

"Thank you," said the boy; "I've no objection to a bit of bread, but I should like to see Mr. ——, if he can see me."

"Some old clothes, may be you want," remarked the servant again eyeing the boy's patched clothes. "I think he has none to spare" and without at all minding the boy's request, she went about her work.

"Can I see Mr. ——?" again asked the boy, after eating his bread and butter.

"Well, he's in the library; if he must be interrupted, he must, but he does like to be alone sometimes," said the girl in a peevish tone. Opening the library door, she said, "Here's somebody, sir, who is anxious to see you, and so I let him in."

I do not know how the boy introduced himself, or how he opened his business, but I know that after talking a while, the principal put aside the paper he was studying and took up a Latin book and began to examine the new comer. The examination lasted some time. Every question which the principal asked, the boy answered as readily as could be. Well! I exclaimed the principal, "you certainly do well!" looking at the boy from head to foot, over his spectacles. "Why, my boy, where did you pick up so much?" "In my spare moments," answered the boy.

Here he was, poor, and hard-working, with but few opportunities for schooling, and yet almost fitted for college, by simply improving his spare moments! Truly, are not the spare moments the "gold dust of time?" How precious they should be! And yet, how apt we are to waste them.

What account can you give of your spare moments? What can you show for them? Look and see. This boy could tell you how much, how very much can be laid up by wisely using them; and there are many, many other boys, I am afraid, in our grammar schools and the parents of the children. No child should be allowed to enter our public schools under the age of six years, and their admission should be limited exclusively to the opening of the spring term. Under the present practice our lower primary departments are nearly "swamped" in their efforts to do the work assigned them; the teachers are over worked and the grades above are embarrassed by the accession of so many immature and ill prepared recruits from below.

But one of the worst results of this vicious practice is the encouragement it affords to the total conception in the public mind that the education of our children can be hurried and pushed without regard to the age, growth, and comparative maturity of their powers of mind and body.

Hence we see in our grammar and high schools, to say nothing of the normal schools, colleges and universities, scores and hundreds of pupils whose studies are beyond their years, and the degree of the maturity of their faculties. To all such the school life is little else than a vague and profitless struggle after words, while the great universe of ideas and truths remains an undiscovered and undiscoverable country.

—Supt. Win. F. Phelps, Winona, Minn.

NOTES.

—Prof. R. K. Bachrie, Supt. of Reading public schools, Penn., has been elected superintendent at Lancaster, at a salary of $1,500.

—Prof. Geo. P. Beard has resigned his position as Principal of the State Normal School of the Tenth District of Pennsylvania.

—Jos. E. Temple, a retired merchant of Philadelphia, has donated $60,000 to the Pennsylvania Academy of Fine Arts.

—It is said that the salaries of professors and assistant professors in Harvard University are to be increased respectively from $4,000 to $4,500, and from $2,000 to $3,000.

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—W. H. Bote has been employed for another year in Lima, Ohio, where he has taught for the last nine years.

—J. G. Schofield has been elected superintendent of the public schools of Caldwell, Ohio, as successor of J. M. McGinniss.

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—The Western Stationer and Printer, Chicago, has steadily grown in size as well as interest since the first number appeared about four months ago. It now contains sixteen pages, with perhaps an inset, and is already regarded as indispensable by the trades it represents. J. Sawtelle Ford is editor and proprietor.

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THE SCHOOL OR THE NURSERY?

One of the greatest evils that stand in the way of the efficiency and progress of our system of education in this city is the practice, permitted by a general law of the state, and sanctioned by a bad custom, of allowing at all times the admission of these altogether too "raw recruits" to the ranks of our school population. It is an evil that calls loudly for redress. Neither the city nor the state can afford to go into this human nursery business. What right have we to complain of the extreme tendency toward a paternal government while we are thus fostering and encouraging this spirit from the earliest childhood of our coming citizens? This practice tends to weaken the sense of parental responsibility and to increase the disposition to throw off upon the schools and the teachers duties which belong alone to the home and the parents of the children. No child should be allowed to enter our public schools under the age of six years, and their admission should be limited exclusively to the opening of the spring term. Under the present practice our lower primary departments are nearly "swamped" in their efforts to do the work assigned them; the teachers are over worked and the grades above are embarrassed by the accession of so many immature and ill prepared recruits from below.

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**THE SCHOOL-ROOM.**

To the Editor of Mathematical Department:

We notice in Number 156 a criticism by you on our method of solving an example in compound interest. As neither the problem nor method of solution is mentioned in the criticism, we think perhaps a short explanation may be in order. You say "The only way that misunderstandings arising from the common methods of computing interest can be avoided is to consider the time divided into an infinite number of intervals, and to compound the interest an infinite number of times."

When an example in compound interest is correctly and clearly stated there need be no difficulty in the solution; and we think that the most prolific source of misunderstanding is from the fact that examples are not clearly stated: "For instance, the compound amount of a dollar in two years and six months at 8% per cent is not 1.08 x 1.08 x 1.04 according to his view."

This statement is indefinite. The interest may be compounded annually, or it may be compounded semi-annually, or it may be compounded every instant. The example and solution referred to as published in *Normal Institute*, edited by Prof. J. A. Holmes, of Ottawa, Ill., is as follows:

- What is the compound interest of $1,114.13 at 8% per cent per annum compounded annually for 2½ years? Ans.: $236.372.

The solution of examples of this kind, as taught in nearly all of our mathematics, is erroneous and makes the interest too great.

The common solution is 1.08 x 1.08 x 1.04 x 114.13 = 114.13 = $237.372 interest.

The true solution is 1.08 x 1.08 x 1.04 x 114.13 = 114.13 = $236.372 int.

The common or erroneous method makes too much by just $1.00.

The solution of this example is strictly in accordance with the following clearly defined proposition which we think has never been called in question by any mathematician, viz.: The amount of $100, at interest compounded annually for any number of years, is equal to the amount of $100 for one year raised to a power denoted by the number of years.

D. H. Davison.

**OF INTEREST TO TEACHERS.**

MICHIGAN UNIVERSITY, CHAIR OF THE SCIENCE AND THE ART OF TEACHING.

ANN ARBOR, May 1, 1880.

DEAR SIR,—Among those who are graduated each year from this University, there are men and women who design to teach; and since the establishment of a chair devoted exclusively to the Science and the Art of Teaching, these students are making a professional study of their art, thereby fitting themselves to become superintendents and principals of schools, instructors in colleges, seminaries and normal schools, assistants in high schools, etc.

Some of the students in this department are experienced teachers, whose success in positions to which they may be called will be assured almost beyond doubt; while all who may be engaged for employment will have received that kind of preparatory training which, in other professions, is accepted as an equivalent, in part, for actual experience.

When applications are made for teachers, recommendations will be based on the stated requirements and upon the special fitness of the candidate; and no recommendation will be made by me that does not receive the sanction of the President and of heads of departments.

W. H. Payne.

Approved by

JAMES B. ANGELL, President.

---The best selling book published by the Appletons is "Webster's Speller." This little book has the largest sale of any book in the world except the Bible—one million copies a year. This has been the average for forty years past, making 40,000,000 Spellers that have issued from the press of the Appletons. The year following the war, 1,500,000 copies were sold, the increase being due to the demand for the book among the freedmen.

**TEACHERS LIBRARY.**

Physicians, clergymen, and lawyers find it imperatively necessary to read and study constantly, but teachers, who occupy in society positions of hardly less importance and responsibility, (for what labor can be greater or more important than the developing and molding of immortal minds,) do not, with a few honorable exceptions, follow the worthy example of their learned friends. This is to be deprecated, since on this account the profession of teaching has fallen into disrepute, and there has arisen a common belief that any one can teach, although he may have failed in every other vocation. "Keeping school" however is one thing, but teaching quite another. A good teacher, one worthy of his hire, is a faithful student. No teacher can afford to be without a library; but if salaries will not allow this, there should be connected with every large school a professional library. Of the importance of reading, a writer has recently said, "A wise teacher reasons as a woman does when she buys a sewing machine, or as a farmer does when he buys a mowing machine. He avails himself of the thoughts and discoveries of others on education. Hence the importance of educational publications; they are certainly the cheapest, readiest, and surest means a teacher can employ to keep himself and his school up in front. To be a first-class teacher, you must know what the most skillful of your profession would do if in your place."

The teachers of the Appleton street school feeling the need of professional works on education have raised by subscription, through the generosity of their friends, $352, with which they have purchased two hundred and forty volumes, and are prepared to increase the number to three hundred. In reference to the selection of these books, some of the leading educators of the country were consulted, such as Hon. J. W. Dickinson, of Boston, Supt. S. Elliot of Boston, Prof. J. G. Scott, of Westfield, Supt. A. P. Stone, of Springfield, Hon. J. D. Philbrick, of Boston, and Henry Barnard LI, D. of Hartford Mr. Philbrick wrote as follows: "I should advise you to purchase Dr. Barnard's *Journal of Education* and turn over its pages by day and by night." Supt. Elliot said, "Biographies, not only of teachers, but of scholars, men and women, literary, scientific, and artistic, are among the very best material for a teacher's library."

As has been before stated, the teachers hold weekly meetings for the discussion of educational questions. At this time the eleven teachers take books from the library which is the principal's room. A record of the books is kept, and the principal holds himself responsible for the books. Last term a hundred volumes were taken out and read. The teachers read two weekly publications, The *New England Journal of Education*, and The *Educational Weekly* of Chicago, also three monthly publications, The *Pennsylvania School Journal, Barnard's Educational Monthly*, and the *Primary Teacher*. At the end of the year these are bound and put into the library. The teachers are aware of some of their deficiencies and know that their school is not perfect, but their labors are in the direction of growth and improvement. They would be glad to know all the parents visit their school. They invite honest and intelligent criticism. *Holyoke, Mass., Transcript.*

**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 CHILDREN'S HOUR.

Conducted by Miss S. P. Bartlett.

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

Good manners are a part of every little boy's and girl's education. Without them you will not be loved, or welcomed among others.

Here are "Thirteen things" a late children's magazine tells us, "in which young people render themselves very impolite." Now I want all the scholars of the WEEKLY to make sure they are not among those boys and girls. This is the list; read it, and think if you ever saw any children impolite in any of these:

THIRTEEN THINGS.

1. Loud laughing.
2. Reading when others are talking.
3. Cutting your nails in company.
4. Leaving meeting before it is closed.
5. Leaving a stranger without a seat.
6. A want of reverence for superiors.
7. Reading aloud in company without being asked.
8. Receiving a present without some manifestation of gratitude.
9. Laughing at the mistakes of others.
10. Correcting older people than yourselves, especially your parents.
11. Beginning to talk before others have finished.
12. Answering questions put to others.
13. Beginning to eat as soon as you sit down to the table.

THE TWO BOATS.

A PARABLE.

Two boats come slowly sailing o'er a lake—
O'er a fair lake among the heathy hills;
Scarcely the water ripples in their wake,
Scarcely a breath the outspread canvas fills.

Then one boat reaches by-and-by its shore;
With sail and oar the other toils on after.

Now, children heed my parable: you'll find
For o'er your lives its simple lesson reaches;
When you leave comrades in life's race behind.
Practice the deed this little story teaches.

THE RED BOX AND THE BLUE GLOVE.

III.

[Concluded.]

The little hand reached up, and the first thing it felt within its clasp was the soft Blue Glove.

"Some little girl has lost her glove," mused blue eyes; "perhaps I can find her if I ever get out of this dark closet myself. I will save it for her." So saying, she felt farther along the dark, high shelf, and the next thing she touched was something square, and smooth, and thick, which easily moved as she drew it towards her. You already guessed this was no less than her own Red Box! Into her very hands, at last, had the poor Red Box come, after all its lonely grieving, wretched days; but Blue Eyes did not even know yet what treasure she was lifting down from its hiding place. She felt quite curious to discover, however, and, as she passed her fingers carefully over it, I wonder if a little thrill did not stir her heart?

Climbing down, she seated herself upon the rude corner of the wood bin, and into the friendly ray of sunlight she held forth her prize, hoping she might discern enough to tell her what she had found.

That was surely an eager, happy beam that danced into the dark closet, and danced quickly upon the lid of the Red Box. Not only so, but upon a little silver plate in its very centre upon which was engraved Blue Eyes' own initials. As Blue Eyes saw the gleam and the margin of red in which it was set, the poor child gave a cry of delight.

All alone she clasped her lost treasure to her bosom, and will you think her a very foolish little girl that now the big tears began to drop? "Oh, my Red Box! my Red Box!" murmured she to herself, over and over again; and as for the Red Box itself, all it had previously felt, was as nothing in comparison with this moment. Live as long as it may, never will it forget what only Blue Eyes and itself can fully know. There is no record that it has ever spoken another word, but its trials all ended, then and there, and I have no doubt it has been too happy to speak ever since.

Perhaps they neither of them knew quite how long they rested thus, until the little girl was roused by hearing something for which her ears were watchful all the time—a step in the school-room. She started up, and shaking the closet door, called out, "Oh, Phebe do let me come out—please open the door, now!" Quick steps came toward the closet, and swiftly the door was unfastened, but Phebe did not open it,—there stood Phebe's and Blue Eyes' teacher,—a look of surprise, and pain, and something like indignation on her good face. "Oh, how is this, dear child?" she exclaimed, as trembling and tearful little Blue Eyes darted out of the prison, with flushed cheeks, and dusty clothes, bearing her precious Red Box held tight. What, indeed, could the teacher think?

Gently she led the child to the great arm-chair by the cool, fresh, sunny window, and placed her in the sweet air; and then, gradually, the history of her trouble with Phebe, and imprisonment in the dark closet was told.

Blue Eyes had so well revenge in her soul. She was loth to complain of Phebe, after all she had suffered at her hands; and she never told any one but her teacher, and her mother about it. I am not sure she would be willing I should tell you, even though it be to warn you how and where a bad heart and wicked desires and habits like Phebe's will lead children.

I think you see plainly how that is already.

When school time came, Blue Eyes' sweet face had been all bathed and, calmed, her pretty curls were smooth and bright, and her clothes brushed and when Phebe came rather late to school, there sat Blue Eyes calmly at her desk.

Just here I better say that Phebe surely meant to have returned to the school house before any one else, and open the prison door herself, and so prevent the teacher from knowing how she had abused her little schoolmate; but wicked plans are very apt to fail, and sometimes they bring about their own punishment, besides.

The quiet school went on, just as if nothing I have been telling had happened. It was a pleasant, orderly school, dearly loved by the children; and I am very sorry to have to admit there was one scholar as wicked as Phebe there. How do you think she felt as she sat in the peaceful, cheerful room, all that long afternoon with her naughty heart, holding her books before her, and trying to get her lesson? A naughty heart needs no accuser, and the thoughts of those who have done wrong are quite sure to sting and torment them.

Before school was done she grew greatly anxious with dwelling upon what might come to herself for what she had done. She could see there was trouble in their kind teacher's face, and how could she help feeling guilty before her?

Perhaps you think I can tell you, to finish my story, all that passed between that good but just teacher and Phebe afterwards. If you do, you do not know how she deals with poor wrong doers. When Phebe was bidden to remain, and the school room doors were closed upon her and her teacher that night, no one else was present. Of course you would hardly call that Blue Glove or the Red Box any one—but they were just the witnesses and proof that Phebe little thought of meeting, and before them her heart almost stood still.

I must leave you to imagine, if you can, how that faithful teacher pressed home poor Phebe's guilt and cruelty; how she showed Phebe her own miserable, envious heart, which made her steal away and hide dear Blue Eyes' treasure; and what a servant she had become to hatred and spite. I know that kind teacher's tears fell as well as poor naughty Phebe's before they parted, and Phebe may well lay to heart the remembrance of that hour for a life time. She saw her wicked ways as no one had ever shown them to her before, and let us hope and believe she also saw she had gone quite far enough in the crooked path that leads downward all the time, and away from God and true happiness.

But the strong word try, can turn Phebe, and any one else from darkness and evil, to the light and joy of good ways and works.
THE PUZZLE BOX.

Answer to "Geographical picnic" in No. 157: Mt. Fairweather, Marion and Elizabeth, Long Branch, Green River, Salmon River, Cape Farewell.

Here is something that will warn as well as puzzle.

s u n i u r l l i l l r u i n a n s
s u n i u r l l i l l r u i n a n s
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
u n i u r l l i w g w i l l r u i n u
7

Why is a horse the most curious feeder in the world? Because he eats best when he has not a bit in his mouth.

A sleepy old town—A nap-olias.

I should like some good puzzles from some of our bright little readers. Send them to my address, South Dartmouth, Mass.

THE STATES.

WISCONSIN.—Supt. Somers, of Milwaukee, has our thanks for a Catalog of the Public School Teachers' Library of that city. It contains a list of over 600 volumes of standard works.

Prof. Rockwood must not be held responsible for items in this department (or the lack of them) for several weeks past. His hands have been more than full attending to other duties. Teachers will do the editors a favor by reporting directly to the office of publication.

Judge Griswold relieved Principal Miller of his duties at Waukesha long enough for him to go to Lodi and attend the wedding of a friend,—only a few days.

Miss Fisher, a lady from St. Louis, has charge of the kindergarten department of the Oaksho Normal School,)

James MacAllister has been chosen by the board of education of Milwaukee to fill the superintendent's chair for the next two years. There was no opposing candidate. Thomas Desmond, who has for thirteen years been the faithful and efficient secretary of the board is succeeded by A. Schattenberg.

The pupils of the Twelfth District School, Milwaukee, gave a concert last Monday evening in aid of their library fund.

Rollin D. Salisbury, of Spring Prairie, was the successful contestant at the oratorical contest at Beloit, to represent the state at Oberlin, in the Inter-state contest.

The next annual examination for state certificates will be held in the Senate chamber at Madison, beginning Aug. 10 and lasting four days.

Rev. A. O. Wright, of Fox Lake, has been elected secretary of the State Board of Charities and Reform, with a salary of $1500 per year.

The Free Methodists will reopen the Evansville seminary next fall. It will be managed by a board of thirteen trustees and supervised by the conferences of Illinois, Wisconsin, Minnesota, and Iowa.

Fred. W. Isham, former superintendent of public schools in Walworth county, has purchased an interest in a drug store at Elkhorn, and will devote his attention to carrying on that enterprise.

The State Teachers' Association will meet July 6, 7, 8, at Madison. The proposed meeting on the lakes was abandoned because not enough member pledged themselves to attend. A trip to the Dells of Wisconsin, is however contemplated. The Washburn Observatory will be opened at least one evening during the meeting of the Association, for the benefit of its members.

The County Superintendents' Convention will assemble Wednesday afternoon July 7, in connection with the Teachers' Association at Madison. Sup'ts. Frawley, Parsons, and Hasford will present papers on live topics. Sup't. Lunn is chairman of the committee.

The annual meeting of the Institute conductors will probably be held at Madison July 5, 6.

His Excellency, Gov. Smith, was occupied nearly two weeks last month at Washington, in presenting before the Interior Department the claims of Wisconsin, growing out of the swamp land grant of 1850. The result of his mission is that a basis of adjustment has been agreed upon, which will result in securing to the state, at no distant day, a large amount of land, and a very considerable sum of money. In this settlement, the Normal school work has a decided interest, as one-half of the avails of the swamp land grant has, for some years, been added to its fund.—Wisconsin Journal of Education.

ILLINOIS.—Mr. N. N. McCulloch, of Girard, has assumed charge of an educational column in the Roadhouse Review.

As second Teachers' Sociable will be held at DeKalb Saturday, May 15, commencing at 9.30 a.m. The object of these Sociables is to make acquaintance, cultivate friendship and sociability, to devise ways and means, to compare methods, to diffuse information, to create and sustain a good feeling among teachers. All teachers in this vicinity are cordially invited to be present, prepared with an earnest little speech on some of the topics presented for discussion. Program—9.30, Opening Exercises; 9.45, Discussion—Examination be written, oral, or both? 10.30, Recess, 10.45, What shall we do with whisperers? 11.15, Discussion—Should pupils be kept after school to make up lessons? 12.00, Intermission; 2.00, Discussion—Best ways and means for teaching Spelling; 3.30, Question Drawer; 3.30, Recess; 3.45, Discussion—How can better results be reached in teaching Language? Committee: John T. Ray, Oregon; Jane F. Hathaway, Sycamore; P. R. Walker, Rochelle; Miss Webster, DeKalb; Mr. Jones, Blackberry, A. J. Blanchard, Sycamore.

From the annual report of the board of Education for the town of Normal we gather the particulars of a very interesting legal case. The board formerly borrowed money of its president and gave him its bond for $6000. The case has gone through all the courts of the state and the decision everywhere has been that the bond cannot be collected and that the board cannot pay the bond from school funds, however equitable it may seem that they should do so.

Maxwell & Co., of Bloomington, have issued a second edition of Metcalf and DeGarmo's Dictionary work. It has corrected the typographical errors of the first and is much neater in appearance.

Marshall county will have its usual institute in July. J. A. Holmes will, as usual, assist the superintendent in giving instruction.

Macon county expects to hold a five weeks session this year.

Marengo high school has been placed on the list of accredited schools whose graduates may enter the State University without examination.

Miss Olive Coffeen, principal of Cerro Gordo schools, has had a vigorous call to take charge of the schools of Shipman, Ill. It is pleasant to see hard work appreciated.

Dr. E. C. Hewett of Normal attended a recent institute at Wilmington and took a prominent part in the exercises. It is to be regretted that the Normal faculty will have so little opportunity to go among the institutions of the state this summer.

We learn from one of our exchanges, that there is in Tolono a school district which can neither read nor write. This school is managed in a drug store at Elkhorn, and will devote its usual institute in July. Miss Webster, DeKalb; Mr. Jones, Blackberry, A. J. Blanchard, Sycamore.

The teachers and school officers of Champaign recently had an excursion to Chicago. No particulars.

The Intermediate section of Peoria city institute devoted its time at the April meeting to the recitation of a fifth year class on Latin America. During the exercise some of the pupils mapped the continent at the board and others made a clay model of it. The exercise was very interesting to those in attendance.

The high school of Gibson, Ford county, graduates its first class this year. W. A. Wetzell is elected by the board to remain as principal next year.

W. J. Dougherty, principal of Mackinaw schools, has accepted a place with a prominent law firm at Santa Fe, New Mexico. His position here is given to Mr. Chas, Alexander of Pekin.

The annual commencement of the high school at Clinton, De Witt county, occurred May 6. The superintendent and the high school principal were the recipients of presents.

Many students of the Illinois Wesleyan University remember with affection Mrs. Prof. Jacques. Her death occurred at Belleville, Ontario, April 24.
Supt. Rourke, of Sagamook county, does much toward awakening school interest by reporting in the Springfield papers the observations of his official visits.

Prof. Henry Floyd recently came from the south into Southern Illinois. He has been teaching a country school and has received from his director orders for six months' pay. He has sold orders for eight months' pay and will probably be elected to a position at Chester next year.

MINNESOTA.—The exercises of graduation at the St. Cloud Normal School took place April 29. It proved to be an occasion of more than usual interest. Two classes were graduated, seven in the Advanced Course and twenty in the Elementary. There were in the Advanced five gentlemen and two ladies, with an average age of 20 years each. In the Elementary, twelve gentlemen and eight ladies, with an average age of 17½ years each. Six nationalities were represented. The entire classes appeared in orations and essays. These were of marked excellence, showing independent thought and careful preparation.

The interest of the occasion was enhanced by the presence of Governor Pillsbury and nearly all of the Board of Directors. This school, although the youngest, is rapidly growing in favor, as appears in the preponderance of young men, and the different nationalities represented. This part of the state is being rapidly settled and with this increase the school is keeping pace.

MICHIGAN.—H. R. Pattengill has been re-employed as principal of the Ithaca schools, at an increase in salary from $800 to $1000. This will make his fifth year as principal of the Ithaca schools. Since his advent the schools of Gratiot county have materially improved, and much of their improvement is due to the energy and efficiency of Mr. Pattengill in all educational enterprises.

East Saginaw will erect a new $10,000 school house this year.

Prof. Angell will take his departure for China May 29.

Prof. Winchell's new book, "Praedamites," has made its appearance, and elicits much praise for its completeness and the scholarly education which the author has shown in its preparation.

We find an extensive and interesting educational department in The Leover, published in Grand Rapids. It is edited by J. W. Ewing. The Weekly welcomes it among its exchanges.

The Training Class connected with the Kalamazoo public schools, after a year of diligent study of the best "methods of teaching" and practice in applying these methods, are now preparing their essays for graduation. The music for this occasion is to be furnished by the pupils from the practical rooms conducted by Miss Bradley, one of the Critics teachers.

"You must wake and call me early
Call me early, mother dear."

This poem of Tennyson's doublets rang through the minds of many of our Primary pupils as May-day approached. The little people of Kalamazoo celebrated this spring festival on the afternoon of May 3. The various little Queens were duly chosen by ballot and bore their honors well, much to the delight of school-mates, parents, and teachers.

The new Woodward AVE. School, Kalamazoo, opened in January, and conducted upon the plan of having special recitation rooms and special teachers for separate branches of study, is running finely, and with little (if any) friction. It is regarded successful thus far, and promises so to continue.

Supt. E. P. Church, Greenville, sends words of good cheer with respect to his labor in the field of work. All goes bravely on, with the harmony between teachers and the taught which insures a true success.

Supt. T. W. Crissay, in his roll of honor, makes a capital showing. Flint is blessed with an earnest worker in Supt. Crissay, and has shown an appreciation in which he is held by retaining him at a good salary.

Michigan has lost a faithful worker in the death of Prof. Waite, at Fenton. His works will live after him.

Prof. Forbes, of Brighton, is said to have an added influence over the boys because he minglest with them on the playground in their sports. Brother Forbes has struck a key-note that will always vibrate in sympathy with the hearts of the boys.

The School Board of Cedar Springs invites Prof. W. A. Fallas, Chesaning, to take the position of principal of the Cedar Springs School during the next year. Salary, $800. Prof. Fallas has taken ten days to consider.

Orr Shurtlef, '78 principal of the Dansville school, has accepted the principalship of the school at Eaton Rapids for next year.

THE Columbus school board are about to build an addition to the First avenue school building—not to cost over $7,375. At the last meeting of this board Supt. Stevenson reported an enrollment of 7,161 pupils; in the high school 461. New furniture is to be purchased for the new school buildings. Advertisements have been already authorized. The school fund has a balance of $3,676.14 on hand; the library fund $1,015.24.

INDIANA.—Prof. G. W. Hoss, of the State University, formerly State Superintendent of Public Instruction, and prominent in all the educational movements in the state for many years past, has resigned his position in the University. He leaves Indiana about the first of June for his home in Topkea. He will be greatly missed in the educational gatherings of this state, where he has always borne a prominent and honorable part.

Prof. John M. Coaler, of Wabash, has been honored by an appointment as assistant instructor in the summer school of botany of Harvard College.

The school census of Indianapolis shows an increase of about 700 over last year's enumeration. Crawfordville reports 64 between the ages of 6 and 21 who cannot read nor write.

Of all the laborious arguments in favor of public high schools that have been put forth within the past ten years, perhaps none has stated the case more effectually than it is put in the following "opinion" of State Superintendent Smart. It is part of his reply to the following question whether it is the duty of school trustees to provide a course of study adapted to the preparation of students for college.

He says:

"It is fair to assume that that the trustees must provide suitable instruction for all the children who have a right to attend school; that is, they must afford them such instruction as their attainments demand. If a child has mastered all the primary branches, and, being less than twenty-one years of age, still desires to attend school, the trustees must provide suitable instruction for him. It is not reasonable to expect him to spend further time on branches which he has already mastered. The fact that the law permits children to attend school till they are twenty-one years of age is presumptuous proof that the trustees may be required to furnish such instruction as is suitable to their attainments till they reach that age.

"The action of the trustees must be guided by the fact that the advancement of the pupils requires other studies to be introduced in addition to the common branches."
Indianola Notes—Mr. E. M. Cotton, the worthy and faithful superintendent of the Indianola schools, reports an average attendance, during the last month, of 396.7; total enrollment, 520, and 94 tardinesses. County Sept., McCoy is busy arranging for the annual Teachers' Normal Institute in August. Rev. Dr. Heagle has been engaged as an instructor. The Tribune thinks that a kindergarten school ought to be established in that town. "If the people could understand what an advantage such an institution would be, they would not wish to be without one day longer." The Indianola school board recently made some changes from the usual manner in which the schools of the city have been conducted. No city superintendent was elected. Miss Cooke was elected principal of the high school and superintendent of the north building, and Mrs. Calberson was chosen principal of the grammar school and superintendent of the south building. Miss Carrie Page was appointed assistant in the high school at $45 a month. Three new teachers were elected to positions at $35 a month. The salaries of several old teachers were raised to $40 a month.

OFFICIAL DEPARTMENT.

MICHIGAN—IMPORTANT DECISION OF THE SUPREME COURT.

The supreme court has just rendered the following decision in the case of Franklin S. Dewey vs. Union school district of the city of Alpena, in regard to the liability of school districts for teachers' wages during periods when the schools are closed on account of the prevalence of contagious diseases. This decision will prove of great interest in many localities of the state. It is written by Judge Graves:

The plaintiff was regularly hired by the district to serve as teacher in the public schools for 10 months for $130 per month. He entered on his duties Sept. 2 and continued up to Dec. 10, at which time the district officers closed the schools, on account of the prevalence of small pox in the city, and kept them closed thereafter for the same reason until March 17. They were then re-opened, and the plaintiff renewed his duties. He was subsequently hired for the next school year and his compensation was increased $100. The district refused to pay him for the period of suspension, and he brought this action to recover it.

The claim was resisted on two grounds: 1, that in the second hiring it was mutually agreed that the addition of $100 to his compensation for incoming service should stand and be allowed and accepted in full satisfaction of all claims for pay during the time in question; 2, that the suspension was the effect of an overruling necessity, or in other words the act of God, and that all parts of the contract were suspended for the time being.

The circuit judge submitted to the jury both questions in a very clear manner and instructed them to find against the plaintiff, in case they were satisfied the alleged contract was in fact entered into; or, in case they should find that the small pox was so prevalent that it became obligatory on the board to close the schools as a necessary step to prevent the spread of the disease and save human life.

The jury returned a verdict in favor of the district. But we cannot know with legal certainty whether they determined only one of these questions in favor of the district, or whether they so determined both; and of course if one only was so decided, it is impossible to say which one. The evidence on the compromise was conflicting, and, as it appears on the record, the advantage was with the plaintiff. Still, if no other ground of defense had been laid, the verdict must have been conclusive. 'As just explained, it is not so now.

The second objection must be briefly considered. Beyond controversy, the closing of the schools was a wise and timely expedient. But the defense interposed could not rest on that. It must appear that observance of the contract by the district was caused to be impossible by act of God. It is not enough that great difficulties were encountered, or that there existed urgent and satisfactory reasons for stopping the schools. This is all the evidence tended to show. The contract between the parties was positive and of lawful objects. On one side school building and pupils were to be provided, and on the other, personal service as teacher. The plaintiff continued ready to perform, but the district refused to open its school-houses and allow the attendance of pupils, and it thereby prevented performance by the plaintiff.

Admitting that the circumstances justified the officers, there is yet no rule of justice which will entitle the district to visit its own misfortunes upon the plaintiff. He was not at fault. He had no agency in bringing about the state of things which rendered it eminently prudent to dismiss the schools. It was the misfortune of the district, and the district and not the plaintiff ought to bear it. The occasion which was presented to the district was not within the principle contended for. It was not one of absolute necessity, but of strong expediency.

To let in the defense that the suspension precluded recovery, the agreement must have provided for it. But the district did not stipulate for the right to discontinuance the plaintiff's pay upon the judgment of the officers, however discreet and fair, that a stoppage of the schools is found a needful measure to prevent their invasion by disease, or to stay or oppose its spread or progress in the community; and the contract cannot be regarded as tacitly subject to such a condition.

The judgment must be reversed with costs and a new trial granted.

THE HOME.

THE LIGHT AT HOME.

The light at home, how bright it beams
When evening shades around us fall;
And from the lattice let it gleams,
To love, and rest, and comfort all;
When wearied with the toils of day,
And strive for glory, gold, or fame,
How sweet to seek the quiet way,
Where loving lips will lisp our name.

MAY.

In these green days
Reviving sickness lifts her languid head;
Life flows afresh, and young eyed health exults
The whole creation is contented.
Contentment walks
The sunny glades, and to an inward bliss
Spring o'er his mind, beyond the power of kings
To purchase.—The Seasons.

THINK OF THE BOYS.

I wonder how many mothers are as careful of their boys as they are of the girls. It seems to be a general belief that boys can take care of themselves. But they cannot, for they are early exposed to temptation. Girls are generally at home, in their mother's company. But the boys, when are they at home, as an average, except in the morning before school, at the dinner hour and at supper? In the average family, in town or village, the boy is away all day, except when he eats. How much time there is at noon and after school for Satan to find mischief for that boy's idle hands! How many an evil scheme can be patched up in a few moments! Some days the boy is noticeably absent from home, and anxious inquiry is for the moment made; but business soon takes the father's mind and time, while housework or company absorbs the mother's attention; and the little boy with so much time away from home, and so little at home, is getting wound up in some wicked older boy's scheme; and by and by the shame of it is revealed. Is it a wonder, then, so many boys wind up in an institution? I exhort mothers to give up their parties and company and excess of care about the house, and even more important things, if such sacrifice be necessary, in order that the boys be properly cared for, and that they begin, before it is eternally too late, to take them into their closest companionship, sharing all their interests ascordially as they do those of the girls. The girls need not suffer thereby; rather will they be blessed with the presence of noble brothers in the home, whose later career may be a part of their own pride and joy.—Selected.

SCHOOL EXAMINATIONS IN THE COUNTRY.

HOW well do I recollect those examinations at the end of each school term which were inflicted on us boys in the country town where I first learned the mysteries of "Three R's"—reading, writing, and arithmetic—some parts of the latter being my favorite occupations—high for vacation, and figure to avoid detection in roguery! With what dread did we enter the school-room on those red-letter days? Dressed in our Sunday best—and alas! with some, the children upon whom Dame Fortune had frowned, Sunday and week-day best were the same—ready to welcome the entering of the awe-inspiring committee, who were to question and cross-question us as we arose in the class to recite, one after another, like witnesses in a court of justice with rapidly-beating hearts, trying to tell all we knew, often confused at the questions and ready to sink. How welcome came the "That will do; you may sit down!"

The picture is with me now of the boys, sitting so erect and statue-like in
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The Educational Weekly.

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their seats, with the desks piled high with books, and the long row of seats on the platform filled with parents and friends ready to approve the successful or deplore the unfortunate; between the two the teacher's desk, behind which sat the committee, Doctor Quackenbos, Parson Milldam, and Esquire Ketchum.

The seemingly never-ending day at last draws near its end. The last asks the Doc to say if he will not address a few remarks to the school. The teachers, Duty owed to parents for giving us such an elegant education. The great republic, and perhaps be called upon to preside over its benefit, or the state, and the Squire's speech, which in the arcanum of society—for the yearly examination, and it called for. At least, we had the merit of brevity.—Exchange.

**BRITISH COMMON SCHOOLS.**

The passage of the educational act of 1870, requiring the authorities to furnish school accommodation for every child in England, and requiring every child under 13 years of age to attend school, is working a revolution throughout the whole country, especially in all the crowded centers. The difficulties in Manchester have been very great, but by careful and zealous work on the part of the school board, which was established immediately after the passage of the act, and an increased impetus in all other schools—Church of England, and so forth—great results have been attained. The board schools alone the increase in the average attendance between 1870 and 1876 was 37 per cent. Since 1870, seventeen large, handsome school buildings have been erected by the board, each of which accommodates from eight hundred to twelve hundred children. At the present time the letter of the law has been carried out completely, and every child in Manchester under 13 years of age has a seat provided for it in some neighboring school. The compulsory law is enforced with increasing rigidity, as the excuses of parents become futile under the new improvements. Inspectors are provided who visit the homes of the delinquent children. If a child fails to attend school regularly the blame all falls upon the parents. If they do not secure its presence at school regularly they are summoned before the magistrate, questioned minutely, sometimes fined, and if they cannot control their children, these are sent by the authorities to some industrial school, where they are supported in part by the parent. If the parent is unable to pay the weekly school fees of 2d. to 4d. and can show the facts satisfactorily, these are paid out of the poor rates. So there seems to be no adequate excuse for the parent or child, and the vast majority of the children of Manchester are at school.

Since 1870 there has been a great increase of "half timers," or children who work one-half of the day and go to school the other half. These are all between the ages of 10 and 13 years. This phase of the educational question has occupied the attention of the school authorities for many years, but after all the time and study put upon it, it cannot be called a success. It is found practically impossible to prepare these children—generally from the very dregs of society—for the yearly examinations, and it takes only a year or two for them to forget all they have learned. They are a perplexity to the authorities, a trouble to the teacher, and a dead weight upon the rates. During the last year there has been a slight decrease in their number; for manufacturers are beginning to think that it does not pay to employ them. A large number of evening classes have been opened by the school board, giving an opportunity to children more than 13 years of age to receive instruction at a nominal rate. In these evening schools there are a large number of scientific and art classes. Throughout the city there are no less than 177 of these, with an average attendance of 1,250 students. The evening schools are patronized largely by the children of the factory operatives. I passed one most interesting evening recently with Mr. F. O. Kupincli, clerk of the school board, and Mr. Sutton, inspector, visiting some fifteen or twenty of these schools. Besides the elementary branches there were classes in Greek, Latin, French, acoustics, agriculture, building construction, chemistry, machine construction, drawing, etc. I had several conversations with young men from the large factory laborers, and it was told by the teachers that the majority of their pupils came from that class. The tickets for the course, admitting the holder to any three classes from Oct. 1 to April 1 are three shillings each.

Besides these schools, Owens College has evening classes, where, for a small fee, a young man may purchase a thorough collegiate education and take his degree at the London University. At present there are 748 young men attending these evening classes, nearly all of them residents of Manchester. In fact, this city is one of the few exceptional places in England where a poor boy can work his way up, without great obstacles intervening, from the primary school to the university.—N. Y. Evening Post.

—Russia must be a great country for hard coats. Almost every one's name ends with a "off." "A Western journalist says he always gets one article without pay—he gets bored for nothing; "Auntie, what makes de little baby cry so? Do it want muddier?" "Yes, dear, and its foddier, too."
The publishers of the WEEKLY have made arrangements with Rand, McNally & Co., by which they are enabled to offer any of their popular series of maps at the lowest publishers' prices. Their full line of pocket maps, of all states and territories, and provinces of Canada, with compilation of all railroads, counties, lakes, islands, rivers, and towns, are thoroughly indexed, and every place can be located on the maps as easily as a word can be found in a dictionary.

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**New Sectional and Township Map of Ohio, size 25 1/2 \times 27 inches, scale, 17 miles to the inch.** Compiled with great care from the latest surveys; the latest, most complete, and most accurate map of the state ever published. Pocket edition, bound in cloth, 75 cents; Wall edition, on heavy paper, $1.00; Wall edition, on cloth, $1.50.

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CHICAGO, ILLINOIS.

**THE MICHIGAN SCHOOL LIBRARY.**

At the recent meeting of the Michigan State Teachers' Association a committee (Prof. W. H. Payne, I. N. Demmon, and J. L. Stone) was appointed to prepare a list of 600 and 200 volumes for school libraries. They were governed by two considerations: (1) what books will be read and (2) what books are worth reading? They report as follows: The total shows 70 volumes of history and biography, 37 of travels, 30 of fiction, 22 of poetry, 41 miscellaneous.

**1. LIBRARY OF 100 VOLUMES.**

(Published last week.)

**II. SECOND 100 VOLUMES.**

**HISTORY AND BIOGRAPHY.**

1-1. Abbott's History. Early British Kings and Queens, 5 vols.; Queens and Heroes, 5 vols.; Harpers, $1.00 a vol.


1-29. Freeman's Old English History. 1 vol.


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Correspondence is invited with reference to the purchase of either or both of the above libraries, or any other books which may be desired.
And by the mantle, and veil embroidered with yellow acanthus.
Chiefly unfortunate Dido, with certain ruin impending,
Cannot admire them enough, and increases in ardor by gazing,
Moved in an equal degree by the sight of the boy and the presents.

When he had hung on the neck, and in the embrace of Aeneas,
And his false father's great love had granted the fullest indulgence,
Then to the queen he turns, who her eyes, her whole heart fastens on him;
Oft to her bosom she takes him, too, poor Dido, not knowing
What a great god lies in wait; but he of his mother regardful,
Little by little begins to efface her regard for Sichaeus,
And by a living love tries to waken her dormant affections,
And preengage the fond heart, which to love had been long unaccustomed.

When the first service was closed, and the courses removed from the tables,
Then they place on them the wine in large bowls and wreath them with flowers;

Loudly the palace resounds, and through the great halls roll their voices,
Now too, of Diomed's horses, and now of the might of Achilles.

"Come now, and give us, my guest, the account from the very beginning,
Tell of the wiles of the Greeks, and the fate of all your companions,
And of your wanderings all; for the seventh summer now bears you
Over all countries and seas, in your endless journeys still roaming."

THE AENEID OF VIRGIL, TRANSLATED BY GEORGE HOWLAND, CHICAGO.

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The teachers of this city have been working since January without an idea of what salary they are to receive. True they have been paid some money on account, but to people who have been reduced in salary and paid so largely in scrip it is a matter of real concern to know what the exact figure of their earnings will be. As it is well known, a schedule of salaries has been prepared by the Superintendent that meets with very little approval. A writer in the Inter Ocean presented a substitute based on arguments which it was well to give to the public, but which would be superfluous here, of which the following is a synopsis. If the subjoined scheme is not adopted and the teachers' pay raised accordingly, it will be the fault of Mr. Duane Deep and his vain master, John J. Kinzie:

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