The Educational Weekly.
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The Educational Weekly.
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THE WEEKLY.

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THE FIRST EXPLOSION.

At the last meeting of the Chicago Board of Education, Principal E. O. Vaile, of the Clark School, was requested to resign for undue severity in the punishment of a child, and a rule of the Board was passed by a two-thirds vote prohibiting corporal punishment in the schools. Mr. Vaile positively refuses to resign, asserting that resignation would be a confession of guilt, whereas he affirms that he punished under the express consent and advice of the Superintendent, and with a severity justified and occasioned by the resistance of the boy.

In a justice court, which is very different in Chicago from a court of justice, he was fined $10, and an assistant who initiated the row was fined $5. Two youthful philanthropists on the Board, Mr. Stone and Mr. Richberg, have taken great interest in the matter and are determined to crowd Mr. Vaile to the wall.

There is no doubt that Mr. Vaile was imprudent in striking the first blow. The Weekly warned him and all the other teachers of Chicago against such a course when Mr. Doty issued his penal code showing fourteen ways of punishing children, which we compared at the time to the seven corporal works of mercy and the seven deadly sins. But once in for it, Mr. Vaile had nothing to do but fight it out with the boy. He was new to the schools of Chicago, unacquainted with our customs and traditions, and naturally took the advice of Mr. Doty rather than that of the Weekly, with which he had had some difference of opinion, and now that he is in trouble Mr. Doty of course desert him, saying to an interviewer, "It is true I advised corporal punishment, but I put it at the far end of the list of penalties."

Mr. Vaile will be beaten in this controversy, although he is undoubtedly the one entitled to the sympathy of teachers. He is the victim of a weak administration rather than his own weakness or indiscretion, for a strong hand at the helm would have saved him from himself. He will probably sue the Board monthly for his salary and collect, if precedents count for anything, but this course will only serve to bring the Board into contempt without any ultimate personal or professional benefit.

The action of the Board in prohibiting whipping on the occasion of this outbreak was of course hasty and ill-advised. It will put into the minds if not into the actions and mouths of all the children, "Whatever I do, you da'sn't touch me." It will produce a state of demoralization, that nothing but severe flogging will undo. It has precipitated the schools into a situation from which Mr. Pickard repeatedly saved them. But it is providential, after all, if it is only the beginning of the end.

The press of San Francisco is making free charges of corruption in the Board of Education in the recent selection of textbooks for the schools. The blame is attached primarily to the new constitution, which took the selection of text-books out of the hands of the state board and placed it in the hands of the county board as being a body nearer the people and therefore more directly responsible if not more trustworthy. We know little of the details of the campaign, but fancy that the charges of corruption are gratuitous. The list chosen contains books that no educator could refuse to commend and in their adoption the end was good, whatever might have been the means.

The publisher of the New England Journal of Education, Mr. T. W. Bicknell, has announced his intentions of establishing a journal devoted to higher education. In this we think he rightly interprets the sentiments of the best and foremost educators of this country. As has been shown by the Weekly, the sphere of the ordinary, popular journal of education must lie between the higher and the lower grades, though overlapping both. Of necessity the weekly journal excludes long articles, though of great permanent value, and devotes itself rather to educational news and methods of teaching. But the more pretentious monthly or quarterly may give permanent expression to the most mature thought on educational matters, and may deal with the philosophy of education in a more satisfactory way than is possible to a weekly.

In the proposed journal Mr. Bicknell will provide for:
1. Critiques and Reviews.
2. Educational History and Biography.
3. Secondary Education in all its Phases.
4. Supervision and Normal Instruction.
6. Industrial Education.
7. Translations from Foreign Reviews.
9. Educational Progress.
10. Editorial.

To this enterprise the Weekly lends all the encouragement...
it can command. There is no question as to the want of such a journal. It could be well edited and supplied with valuable articles; the only uncertainty lies in the degree of pecuniary support by way of subscriptions which those interested would be ready to give. Their number is large enough, and their purse is large enough, and we believe their liberality is also large enough to afford Mr. Bicknell all the assurance of success which he may need. Indeed, we have to acknowledge that in this matter, so great has been our confidence in the better class of educational men and women of the country, we are simply anticipated by one whose facilities and experience better fit him for the undertaking. The publishers of the WEEKLY had already formed plans and opened a correspondence for the accomplishment of a similar project, but they cheerfully yield the field to one whose past successes are evidence of his superior fitness for so grand an undertaking. It could be well edited and supplied with valuable work.

The Educational Weekly.

[Number 162]

THE week, educationally, has been lively in Chicago. At the meeting of the Board on Friday evening the salaries of principals were fixed substantially as the WEEKLY recommended, to wit: Principals of full grammar schools, $1,500, $1,600, $1,700, according to the year of service. Principals of mixed grammar and primary schools, $1,100, $1,200, $1,350, on the same basis as the above. Principals of primary schools, $900 to $750, by specification. Head Assistants, $850. Assistant teachers were not raised. One member stated that the schedule adopted in committee of the whole would exceed the appropriation. If this idea prevails, the good work done in raising salaries will be undone this week, for the scheme was adopted only as the report of the committee of the whole and awaits confirmation by the Board. But the statement of that member is not correct. With the scheme adopted last week the Board will still have $40,000 dedicated to salaries of teachers by the common council that they will not know what to do with. The fact is that there is nobody on the Board or in its office capable of calculating the exact sum needed, for the records are in so mixed a condition that it is impossible from them to determine how many teachers are on the first, how many on the third, fourth, fifth, and subsequent years of service. But the WEEKLY, from long acquaintance with the schools and from sources independent of the muddled records of the clerk, is able to present the matter so clearly to the Board before the next meeting as to oblige them not only to continue the liberal policy outlined in behalf of the principals but to extend it to the assistants also.

At the last meeting Inspector Brenan moved an increase of $50 to each grade of assistant teachers, but he was voted down by the Doty members marshalled by Richberg. The latest proposition is to take from the proposed increase of the principals' salaries and give to the salaries of the assistants; but this in view of the munificent appropriation of the council—$663,000—is wholly unnecessary.

While this paper is in the press-room and mailing department, the editors' and business office, together with the compositors, type, etc., are on their way from Rooms 81 and 86 Ashland Block to 63 and 65 Washington Street, where all facilities for office work and printing will be materially enlarged. When the WEEKLY entered Ashland Block, nearly two years ago, it was with the expectation that there would be no necessity for removal or several years, but within that short period the business of printing alone has doubled and trebled. Instead of two forms a week to be sent to press, as at first, our enlarged paper, the publication of the monthly editions, and considerable work of a similar character for other publishers, has rendered it necessary for us to send out seven or more large forms every week. This could not be done with any kind of convenience, and was objected to by the proprietor of the building, which is used chiefly for offices.

Besides this the stock of books and school merchandise which had begun to accumulate in our office—that we might be able to meet promptly all demands for the same—called loudly for more room, to say nothing of the additional stock which it was desirable to have on hand.

At present we have plenty of elbow room, but our plans for increasing the amount of business in the two departments of merchandise and printing will, if successful, soon fill all the waste places. In the department of printing, especially, we intend to provide whatever may be necessary for the execution of first-class work. Besides two or three books of our own, now under way, shall we be prepared to print and publish any books or papers, as well as "job work" of all kinds, in first-class style. If any of our readers have programs, catalogs, pamphlets, cards, letter heads, announcements, annual reports, or other educational printing to be done, they are invited to send to us for estimates.

And now that the WEEKLY has announced itself "at home" in its new quarters, it extends a cordial invitation to all to "come and see us," and if we can do anything for you, it will afford us pleasure to be your humble Servants,

S. R. WincHELL & Co.

NEW BOOKS RECEIVED.

The Complete History and Chronology of the Two American Continents, from the Earliest Discoveries to the present day. Embracing a period of nearly 500 years.

This magnificent work is a combination of six celebrated works of American history, to which is appended a detailed history to the present time by competent writers. The six works selected for the body of such a great volume are Belknap's complete biographies of the Early Discoverers, 48 in all; Robertson's Complete History of South America, Mexico, and Central America, the only complete history of that continent ever published; Graham's History of North America; Ramsay's History of the United States; Hubbard's history of the Early Indian Wars; and Church's History of King Phillip's War. To these is added a complete chronology of 100 pages, being a complete epitome of all the events of importance and interest connected with the Western Hemisphere from the year 458 to the present time.

Nothing need be said in praise of works so well known and of such acknowledged merit. It is the union of all these in one volume, and published at a price much less than they can be procured for separately, that renders the volume invaluable for the library. A copy of Hubbard's Indian Wars alone was recently sold at auction in New York for $100, and a copy of Church's King Phillip's war sold in March, 1879, for $150, at an auction of the Brinley collection in New York.

As a work of reference in libraries, its value can not be estimated. It is equivalent in bulk to 6000 octavo pages, or twelve octavo volumes of 500 pages each. It is sold by subscription, and agencies are now being established. Allen & Willmarth, the publishers, may be addressed at No. 4 Bond street, New York.

This manual has the advantage of many of its kind, in that it was used in manuscript for two years before its publication. It is the work of an earnest, thorough, and sensible teacher. It is original in design and attractive in its style. "It is designed for the second year in the primary school, that is, for children who have read a Primer or First Reader; and, with the exception of a Reader, is the only book they will need in school that year. On each page the work for one week is prescribed. This consists of:—1. A motto or sentiment to be learned and recited. This also serves as the copy for writing lessons through the week. 2. Four short spelling lessons. These are not always of short words, but always of words with which the children are familiar, or which they have occasion to use. 3. Tables in addition, subtraction, multiplication, or division. 4. A large number of carefully graded examples for slate work in the fundamental operations of arithmetic. 5. Four topics for oral lessons on behavior, morals, hygiene, plants animals, points of the compass, place, geo, raphy, measures, or natural phenomena"

Teachers of little experience will find a few pages of valuable suggestions and models for oral lessons at the close of the volume.

This little book is really a gem, and should at least be in the possession of every one interested in the best means of teaching young children.

REPORTS AND Pamphlets Received.


LITERARY NOTES.

—Hon. Eugene Schuyler writes from Rome that he has received proofs from Messrs. Joseph Seligman & Co., the well-known publishers at Stockholm, Sweden, for permission to translate and publish his Life of Peter the Great, now running in Scribner's Monthly, in the Swedish language, and from the house of Schmitzendorf & Co., St. Petersburg, for permission to publish in the Russian language. It is probable, that, on its completion in Scribner, the work will be published simultaneously in at least five countries, and perhaps more.


—Presley Blakston, Philadelphia, has begun the publication of The Intelligencer, a monthly periodical designed to furnish, together with scientific and medical intelligence, complete lists of medical and scientific books published during the preceding month, at home and abroad, with such information about them and their authors as may seem interesting to its readers. Subscription price, 50 cents per annum.

—The Omaha High School Journal, which some time ago discarded its early mission, has now changed its name also, and appears as the Omaha Home Journal, though it still claims to be a "journal of education." Better drop that expression, too, friend McCartney, and practice what you preach (to us), and preach what you practice. By the way we observe also that this popular editor has been made City Clerk of Omaha, but he proposes to place the Journal in good hands and continue its publication.

—The Schoolmaster Abroad in the name of a monthly journal published in Unifornia, Alabama. One number only has reached the office of the Western. In it we find these sentiments:

"We unhesitatingly pronounce the public school system of this, and other Southern States, a gigantic fraud. 'Conceived in sin, and born in iniquity,' an incubus fastened upon our shoulders by the late war, which, like the old man of the sea,' we cannot get rid of, it never has nor never will accomplish anything towards elevating those whom it was intended to benefit. Instead of being a blessing, public schools are absolutely a curse to the country. They only serve to cripple private schools and to lower the dignity of the profession of teaching to a scramble after 'the leaves and fishes.' Let us have a perfect system, or none at all. We are opposed to the whole system from principle."

—The Boston University Year Book, Vol. VII., has recently made its appearance. It is a volume of 150 pages, and furnishes much interesting information respecting that celebrated institution of learning. It shows a summary of 127 students in the College of Liberal Arts, 28 in the College of Music, 18 in the College of Agriculture, 60 in the School of Theology, 149 in the School of Law, 113 in the School of Medicine, 39 in the School of All Sciences,—a total of 510, after deducting repetitions; 113 of these are women, and 397 men.

—George D. Newhall & Co., of Cincinnati, have just published a brief system of Instruction for beginners upon the pianoforte, or cabinet organ, called First Twenty Hours in Music. It was prepared by Robert Chalmers, of Louisville, Ky. Price, 75 cents.

OUR BOSTON LETTER.

NERVER, probably, was there a greater rush for an educational Report than for the one lately issued by the Secretary of the Massachusetts Board. You can only obtain one now as an extreme favor. The value of this Report seems to lie wholly in its appendix; in Mr. George A. Walton's account of the radical probing of the schools in Norfolk County to find out their actual worth. This s.e.m.s to have differed from other examinations only in being extremely thorough, and in having its results most dili-

gently, wisely, and boldly generalized. These Norfolk folks are true disciples of Horace Mann; and in the same neighborhood with Adams and Parker of Quincy. Some of our wise ones shake their heads and regret that so much of our illiteracy has been confessed to the world, but if the world sees straight, it will admit that much extraordinary culture is apparent also. Perhaps it may be said that Massachusetts can afford to make this exhibit of herself. Now amused I was, the other day, at certain fanciful choices that a witty school boy of mine rung on that now famous story of Cyrus. I will send it to the Weekly after your readers have become familiar with the kaleidoscopic views of it in the book.

Houghton Osgood & Co. have made another change, Mr. Osgood retiring to take charge of the immense Heliotype business. I wish to commend to your readers one or two books lately published by this house.

The first is on the Manliness of Christ, by Thomas Hughes. It presents a just but not common phase of the Savior's character. It challenges for him the highest respect and honor of the world, independently of its adoration. He was God among men, gentle and condescending, but consistently great amid all the scenes in which he mingled. Whatever Thomas Hughes writes will command attention in America.

The same is true of whatever Joseph Cook utters. His book on Labor is full of interest. He sometimes mistakes and exaggerates, but what a wealth of information! what a power of statement! what subtilty of reasoning! what thrusts at error! what irresistible presentations of the truth!

One of the most remarkable papers in very recent literature appeared not long ago in the Atlantic Monthly on "Certain Dangerous Tendencies in American Life." This is now republished
with some other forcible essays on the *times* in handsome book
form. Whoever this writer is, he holds a skillful pen, is master
of a trenchant and racy style, and there is no doubt, his bold
suggestions will receive the general and profound attention they
deserve.

Allow me a word more in behalf of the *Youth's Companion.*
All true educators ought to work for that pure and high style of
juvenile literature which this excellent periodical represents. We
cannot better combat the pernicious sheets which are so common
that they even insinuate themselves into our families and schools,
than by helping occupy the field with literature that we heartily
approve.

E. J.

**NORMAL SCHOOLS IN MASSACHUSETTS:**

George Combe thus describes the establishment of Normal
Schools in Massachusetts:—The Board of Education had proceed-
ed only a short way in the discharge of its duties, when it becamenow apparent to them (and it was no new discovery to the friends
of education in the state), that a grand impediment to the improve-
ment of schools consisted in the want of properly qualified teach-
ers. “It was stated publicly, by a member of the School Com-
mittee of a town containing thirty or more school districts, that
one-half at least of the teachers approved by them would be re-
jected, only that it would be vain to expect better teachers for the
present renunciation.” When it was maintained as a reason
against augmenting the salaries of teachers, that the state could
not afford any increase of its annual appropriations for schools,
the question was put in derision, “Whether something more than
one-six-hundredth part of its welfare might not come from the
enlightenment of its intellect and the soundness of its morals?”

So strong, however, was the aversion of the people to submit
into additional taxation, that the Board did not propose any specific
measures for improving the instruction of teachers, until, in
March, 1838, Edmund Dwight, Esq., of Boston, a member of the Board,
authorized the Secretary to offer to the Legislature the sum
of $10,000 to be expended in the qualification of teachers of
Common Schools, on condition that the Legislature should place
in the hands of the Board an equal sum to be appropriated to the
same purpose. A committee of the Legislature reported strongly
in favor of accepting the offer, and a resolution to do so passed
both branches almost unanimously, and, on the 9th of April, was
approved of by the Governor. After an anxious comparison of
all practicable plans, the towns of Lexington and Barre were
selected for the location of two of the Normal Schools; and the
location of the third was undecided on in February 1839. The
two Normal Schools were in successful action when I left the Un-
ited States in 1840.

In March, 1840, the Board of Education, established in Mas-
achusetts in 1837, with Horace Mann as secretary, sustained a
notorious attack by an obstructive party, which advocated its ab-
olition. Amongst other matters, it proposed the abandonment
of the above Normal Schools, saying that “perhaps it is not desir-
able that the business of keeping district schools should become a dis-
tinct and separate profession, which the establishment of Normal
Schools seemed to anticipate!” On this subject, George Combe
remarks:

This is a striking acknowledgment of the low state of education
in the Commonwealth; and if the Committee had been
composed of enlightened men, it would have perceived that this
fact furnished the most forcible reason for establishing Normal
Seminarries, and for increasing the length of the attendance at
Common Schools; but they, on the contrary, recommended the
abolition of the Board of Education, the school library, and the
Normal Schools, and proposed to refund the money “generously
contributed” to the support of the latter by Mr. Dwight! They
appended to their Report the draft of an Act to carry these rec-
ommendations into effect!

In my humble opinion, all that has been written by European
travelers against the people of the United States, their manners
and institutions, will not depreciate the character of their civil-
ization in the judgment of reflecting men to one-half the extent
that will be done by this document alone. It appears, indeed,
contradict much that I have said in favor of the American
people; and at the hazard of standing still farther condemned, I
am under the necessity of reporting that it found 182 individu-
als in the House of Representatives of Massachusetts, the most
enlightened of the states, to vote for its adoption. In point of
fact, however, I have endeavored to convey the idea that there
is a vast extent of ignorance in the Union, and even in Massa-
chusetts, and this report signally sustains the assertion.

But there is also another side to the picture, which I am happy
now to exhibit. The minority of the committee gave in an admira-
table report in support of the Board of Education and the
Normal Schools. Some of the Boston newspapers warmly es-
posed their cause. Dr. Channing published, in one of these,
an eloquent and cogent defense of them; and, in the House of
Representatives, a highly interesting debate ensued on the
merits of the whole question, the result of which was that 248 mem-
bers voted for the rejection of the first mentioned Report, making
a majority in favor of the Board of 66 members.

**THE BLOOMING OF THE TREES.**

Prof. T. H. McBride, Iowa University.

A branch of May we have brought you,
And at your door it stands;
It is but a sprig,
But it's well budded out
By the work of our Lord's hands,—Old Song.

Nature always demands attention, not always observation. To
those who bestow upon the natural world attention only, any-
thing abnormal, or simply unusual in form and appearance, is of
value. To the really observant, that which is normal is most
teresting, being significant. The abnormal is instructive, and
nothing, however plain, is commonplace. Witness the number of
people who collect “curiosities,” all kinds of objects, from the brick-
a-brac that adorns the mantel, from objects of antiquarian fancy,
down to the weather-worn pebble presenting to the owner's im-
agination some weird resemblance to some part or portion of the
human form divine. Many objects of interest to the naturalist
are sufficiently bizarre to attract the attention of such people,
and not infrequently in “curiosity” collections are to be found
objects which a little information or intelligent observation
would transform from mere ‘curios!’ into sources of real pleas-
ure and intellectual satisfaction. Hypotheses that would startle
the wildest theorist are often resorted to for the explanation of
natural phenomena by men who seem compelled to think but are
unwilling to observe. The vegetation that at the bidding of
April suns and showers springs so suddenly and luxuriantly is a
staring fact and demands an explanation. Indeed the plant world
furnishes as many curiosities as almost any other source of supply
and quite generally receives the maximum of attention and min-
imum of observation.

An old gentleman of our acquaintance believes the earth herself
endowed with power to clothe her surface with vegetation so that
were it possible for all existent plant life to become suddenly extinct, mother Earth would speedily, by virtue of her mysterious organization, renew the face of nature. This theory is convenient to account for the presence of weeds in gardens where good seed only has been sown, and is especially valuable as explaining the origin and extension of forests, inasmuch as many trees have no seed. A gentleman whose judgment in business matters is regarded as the best has concluded that different kinds of trees spring from soils differing in what he calls "vital principle." The trees are, many of them, so shy and coy about their flowers that we may hardly wonder at such theories, or that the idea as old as Pliny that some trees never bloom has still a place in the world. It is also to be noticed that trees, as all other plants, bloom each in its season, and this season as regards the other life-work of the tree varies widely. Some trees put forth all their foliage and push forth all the branches for the season and seem to set all the machinery of life in full play before giving any indication whatever of bloom or fruit. Such are the Linden, contributing the fragrance of its abundant bloom to the wealth of June, the Horse Chestnut, everywhere admired for its summer clusters of pink and white flowers, and finest of all the Tulip tree with its tossing, voiceless bells. These all are richly provided with foliage ere ever a flower-bud makes its appearance. But, as already intimated, many most common trees have an entirely different habit. The perpetuation of the species is the matter of prime importance. The flowers are pushed speedily forth on the otherwise naked branches, and the fruit, fed by nourishment stored up by the tree the year before, is formed and almost mature before the leaves are fairly on their petioles. Such trees are the willows, the poplars, the hazels, the maples, the elms. The poet Lowell shows familiarity with the woods when he says:

The Maple Crimson's to a coral reef,
Then saffron swarms swing off all the willers So plump they look like lazer caterpillars.

This year away back in the January the soft Maples near the house showed impatience and two or three reddish days were sufficient to roughen all the branches with half-open flower-buds. In February some more precocious stamens could be restrained no longer and here and there was a maple bough in full bloom. By March, all restraint removed, the tops of the trees were dense with bloom and a delicate odor filled the air. The bees discovered it and the maples were resonant as well as redolent. And now, the first of May, the fruit is well formed and the leaves begin everywhere to spread their hands. Meanwhile high over our heads the poplars and cottonwoods have been doing their best, swinging their tassels to the friendly wind, and "pussy willow buds," half, all golden with stamens half, dotted with pistils have been brushing our knees by every swollen creek. But who has caught the hazel in blossom or knows the beginning of those ruffled and scalloped clusters of fruit that make the school boys' autumn holiday? True, in early spring, little tail-like appendages are seen swinging from some of the branches and in April these little cylinders have expanded and produced abundance of pollen, but no hazel-nut ever grew on adornments such as these. If on some warm day in spring when the pollen is flying we look carefully over the hazel bushes we may find along the sides of the untasseled branches some of the buds crowned with the tiniest tufts of silken crimson threads, and these constitute the "better half" of the hazel's bloom. What a "wee modest crimson tipped flower" it is! If you have the patience every pair of the little threads may be traced to the embryo nutlet in the center of the bud. Nutlet, did we say, there is a pair of them, but one only usually comes to maturity.

The "builder oak" is a near relative of the hazel, a family connection, in fact, and while the public seem to have no difficulty as to the true relation of the acorn to the tree yet the inconsequence in this case also is practically cryptogamous. The oak runs not the risk of the hazel in allowing its flowers to be the sport of wintry winds, nor even in Spring does it seem to hasten more than is compatible with the dignity of such an honored tree, but very late in the season, at the same time with the leaves or a little earlier, puts forth from the tips of the branches the same sort of tassels seen in the hazel. Back of these dusty pendants hidden in the axils of the leaves of the forming shoot appears tiny modest-looking sessile three-horned bodies which in due time are to beethe fruit. We may watch the growth of one of these little bodies as each builds about itself its cupule and finally assumes the form of the well-known acorn, with its tough shell and single kernel. If now we take one of the little trifid bodies from which the acorn springs and make of it a thin cross section and examine with a microscope of low power we shall find not one kernel only, but six embryo acorns in three distinct cells. One germ develops and grows at the expense of the other five, but who can say which one, or in what council was it determined that one should grow rather than the other? Why start six ovules at all when but one can reach maturity? And yet, just this course of growth is characteristic of the whole family to which the oak belongs. Manifestly in nature we find it now there are features on which design is not written so plainly as some have supposed. These are the questions that seem to have puzzled Mr. Tennyson when he wrote,

That I, considering everywhere
Her (Nature's) secret meaning in her deeds,
And finding, that of fifty seeds
She often brings but one to bear,

I falter where I firmly trod,

But consider for a moment another strange phenomenon connected with the blooming of trees,—the apparent over-production of pollen. Many persons who never suspect the maples and elms of flowers have yet noticed the golden dust that covers in early Spring the walks and fences, is whirled about us in fragrant clouds as we pass through the woods, or veils with filmy layers the clear waters of woodland pools. In the vicinity of Pine forests "sulphur showers" are common, and miles away the yellow rain falls oftentimes on unsuspecting farmers, oftentimes on lake or pond to be wafted into winrows on the shore. As in the case of the oak ovules we are ready to exclaim—To what purpose all this waste?

It is a principle in Law that the act declares the intention. It is presumed that what is done was intended to be done. Men speak of nature and natural phenomena in much the same way, and so when we see that an arrangement in nature accomplishes a particular purpose we say that that is the object which that arrangement is intended to effect. Imperfect observation may misleads us as to what is actually done and hence as to the purpose of any arrangement. Linnaeus thought, and nearly all Botanists since until quite recently, that whenever stamens and pistils occurred in the same flower or near together the intention was that each pistil should be fertilized by pollen from its own flower. But more careful observation goes to show that in most plants the intention is just the opposite, and that in most cases there is a special modification of the flower to enable it to be fertilized by foreign pollen, i. e. to effect cross-fertilization. So that where a short time since Botanists considered a cross fertilized flower the exception, now they will hardly admit that any exists without crossing. Now our common trees are beautiful examples of this very thing. The dioecious or monocious flowers
and abundance of wind-tafted pollen accomplish cross-fertilization thoroughly and the advantages of wide-breeding may be sufficient to balance what seems to us great waste of material.

THE NEW SCHOOL M.A'M.

A TRUE STORY FOR YOUNG TEACHERS.

"The schoolma'm's coming—the schoolma'm's coming!" shouted a dozen voices at the close of a half-hour's faithful watch to catch a glimpse of our new teacher. Every eye was turned towards her with a scrutinizing glance, for children as well as others always form an opinion of a person, particularly of their teacher, at first sight.

"How tall is she?" exclaimed one.

"No, I ain't afraid of her, nor a dozen like her," cried the "big boy" of the school.

"Nor I either," cried the big boy's little ally, "I could lick her easy enough, couldn't you Tommy?"

"Yes, and I will, too, if she goes to touch me."

"Hush!" cried one of the girls, "she will hear you."

By this time she had nearly reached the door, round which we clustered, and every eye was fixed upon her face with an eager yet bashful gaze, uncertain, as yet, what verdict to pass upon her.

"Good morning, children," she said, in the kindest voice in the world, while her face was lighted by the sweetest smile imaginable. "This is a beautiful morning to commence school, is it not?"

"I know I shall love her," whispered a little pet in my ear.

We all followed her into the school-room, except Tom Jones and his ally, who came in with a swaggering, noisy gait, and a sort of a dare-devil, saucy look, as much as to say, "Who cares for you?"

Miss Westcott looked at them kindly, but appeared not to notice them further. After a short prayer, and reading a chapter in the Bible, she passed around the room and made some inquiry of each one in regard to themselves and their studies.

"What is your name?" she asked, laying her hand on Tom's head, while he sat with his hands in his pockets, swinging his body forwards and backwards.

"Tom Jones!" shouted he at the top of his voice.

"How old are you, Thomas?" she asked.

"Just as old again as half," answered Tom, with a saucy laugh.

"What do you study, Thomas?"

"Nothing."

"What books have you?"

"None."

Without appearing to be at all disturbed by his reply, Miss Westcott said:

"I am glad I am to have one or two large boys in my school; you can be of great assistance to me, Thomas. If you will stop a minute after school this afternoon, we will talk over a little plan I have formed."

"This was a mystery to all, and particularly to Tom, who could not comprehend how he could be useful to anybody, and for the first time in his life he felt as if he was of some importance in the world. He had always been called the "bad boy" at school, and he took a sort of pride in being feared by the children and dreaded by the teacher.

Miss Westcott at once comprehended his whole character, and began to shape her plans accordingly. She maintained that a boy, who at twelve years of age made himself feared among his school-fellows, was capable of being made something of. Heretofore all influences had conspired to make him bad, and perhaps a desperate character; she was determined to transform his character by bringing opposite influence to work upon him; and to effect this, she must first gain his confidence, which could not be done in a better way than by letting him feel that she placed confidence in him.

When school was out, more than half the scholars lingered about the door, wondering what Miss Westcott had to say to Tom Jones. He had often been hidden to return after school, but it was always to receive punishment or a severe lecture, and nine times out of ten he would jump out of the window before half of the scholars were out of the room. But it was evidently for a different purpose that he was to remain now, and no one wondered what it could be more than Tom Jones.

"Don't you think, Thomas, that our school-room would be a great deal pleasanter if we had some evergreens to hang around it? something to make it cheerful?" inquired Miss Westcott.

"Yes, and I know where I can get plenty of them."

"Well, Thomas, if you will have some here by 8 o'clock to-morrow morning, I will be here to help you put them up, and we will give the children a pleasant surprise. Here are some books I will give you, Thomas, you may put them in your drawer; they are what I want you to study."

"But I can't study geography and history," Tom exclaimed, confused; "I never did."

"That is the reason you think you cannot," replied Miss Westcott. "I am quite sure you can, and you will love them, I know."

"Nobody ever cared whether I learned anything or not before," said Tom, with some emotion.

"Well, I care," said Miss Westcott, with great earnestness; "you are capable of becoming a great man; you are now forming your character for life, and it depends upon yourself what you become. The poorest boy has an equal chance with the wealthiest, and his circumstances are more favorable for becoming eminent than the wealthy, for he has the advantage of being independent. I will assist you in your studies, Thomas, and I know you will succeed; remember that I am your friend, and come to me in every difficulty."

Tom had not been brought up; he had come up, because he had been born into the world and could not help it; but as to any mental or moral culture, he was as innocent of it as a wild bramble of a pruning knife. The father was an intemperate, bad man, and his mother a totally inefficient woman. At home he received nothing but blows, and abroad nothing but abuse. His bad passions were therefore all excited and fostered, and his good ones were never called into action. He always expected that his teachers would hate him, so he aroused anew his combative powers to oppose them, and he had made up his mind to turn the "new school ma'm out of doors." When, therefore, Miss Westcott said she was glad to have him in her school, he was amazed; and that she should manifest such an interest in him and give him a set of books, was perfectly incomprehensible to him. Miss Westcott understood his position and character, and determined to modify them. She felt that he was equally capable for good and bad actions, though the bad had predomi­nated. She knew that his active mind must be busy; one might as well think of chaining the lightning as bending down by force that wild spirit to his books. She would give him employment; but such as would call out a new train of ideas and new thoughts. He must feel that he was doing good for others' sake, and that he was not guided by his own wayward will, and yet there must be no appearance of restraint about it; he must choose to do good.

Tom Jones went home that night with a new feeling in his breast; for the first time in his life he felt that he was capable of rising above his present condition, and becoming somewhat greater and better than he then was. His mind became inundated with new and strange emotions, and like a mighty river turned from its course—his thoughts and energies from that hour sought a new direction.

The next morning he was up with the dawn, and when Miss Westcott arrived at the school house, she found Jones there with his evergreens.

"Good morning, Thomas," she said kindly—"so you are here before me, you must have risen early, and I see you have found some beautiful evergreens. Now, if you will help me hang them, we will have the room all arranged by nine o'clock."

"I have brought a hammer and some nails," said Tom; "I thought we should need them."

"Yes, so we shall; I am glad you thought of it," replied Miss Westcott.

That day every scholar looked amazed to see Tom Jones actually studying. In the first time in his life he felt that he was capable of rising above his present condition, and becoming somewhat greater and better than he then was. His mind became inundated with new and strange emotions, and like a mighty river turned from its course—his thoughts and energies from that hour sought a new direction.

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yet it was by love and respect that she governed, and not by any iron rule; she moved among her scholars a very queen, and yet so gained their confidence and esteem, that it did not seem to them submission to another's will, but the promptings of their own desire to please. One glance of her dark eye would have quelled an insurrection, and one smile made them happy for a day.

She adapted her instructions to capacities and necessities. And thus she went on from year to year, scattering good seed into the ground, and she reaped an abundant harvest. From many a happy home and high place came a blessing upon her; and there is no one who breathes her name with a deeper respect. Mr. Mantalini's one dem'd perpetual grind should be pronounced a Buckan, and abruptly.

"Gentlemen, I thank you for your high opinion of me," sniffed my wife, indignantly. Leod is McCloud. In 'Elgin' and 'Gillott' the 'g' is hard; in 'Gifford' and 'Gillott' the 'g' is sounded, and the employment of only those teachers who have special qualifications, and the employment of enough of those at salaries high enough to make their work human, and their lives comfortable and respected.

There are exceptions among women principals of schools and assistant teachers in the higher departments, where the work is lighter and more varied; there and there, perhaps, are exceptions in primary schools, where there is unusual capacity or vitality. After all, the question is only of vitality. The city teacher inevitably draws upon her capital of strength and nerve, and it is only a question of when she will begin to feel the exhaustion.

"Why do you confine your generalizations so carefully to city teachers?" asked my wife, after a pause.

"I am glad I am not a city superintendent," said my wife. "I don't know. The signs are not propitious."

"Which is it?"

"It is not inferior. It could not be identical because it has to do with vastly different conditions, and its average work is done better. But it is at present incapable of the best work, and the work it does perform is performed by the sacrifice of the health and strength and loneliness of its women teachers."

"And is there no remedy?"

"There is, and we must resort to it as soon as public sentiment will sustain it."
TEACHING SPELLING.

By A. A. MILLER.

1. Arouse the pupil's pride. Let him once feel that bad spelling is a disgrace, and half the battle is won. Children should be taught to avoid a wrongly spelled word as they would a contagious disease. At the same time they should look on correct spelling as a matter of course, and as not, in itself, meritorious. A great cause of poor spelling is the very prevalent notion that it does not matter how a word is spelled so that its identity be not lost. When pupils learn that intelligent readers measure the culture of the writer of a letter by his spelling, the first great obstacle to teaching spelling is removed.

2. Spelling should be taught in classes as a separate study. It will do to depend upon other recitations in this particular, when it will do to teach reading in connection with the grammar class solely, or when the study of geography can be properly confined to the use made of it in teaching history. Not only should spelling be taught as a separate study, but lessons should be assigned in advance of the recitation, that opportunity to study them may be had. Primary pupils cannot study in a better way than to write the words of the lesson on their slates, and the words of the reading lesson should constitute the spelling lesson. When the lesson has been repeatedly copied from the book, let it be written from dictation and afterwords spelled orally. Care is to be taken that as few words as possible be misspelled, for errors are likely to be repeated. Let words in common use be first taught; words to which pupils can attach some meaning, giving new words as their fund of information increases. Merely technical words may better be avoided until there is need for them. Besides these separate classes, all recitations should be, to a certain extent, recitations in spelling. When a new word occurs, have it spelled and defined. If this cannot be done, there is no use of the pupil who fails going further in that recitation until he consult the dictionary.

3. Pronunciation—that is, correct pronunciation on the part of the teacher—is a powerful aid to the study of spelling. In dictating words, many teachers are liable to pronounce so plainly as to be incorrect; each syllable being enunciated with laborious distinctness, and an utter disregard of the laws of pronunciation. If the pupil is unable to spell a word, he has only to say that he does not understand it; in order to have it so pronounced as to leave no doubt as to its orthography. Of course, he will miss this same word the next time he has occasion to use it. Carelessness of pronunciation on the part of the pupils cannot be too carefully guarded against. We spell as we pronounce—to a great extent. If partly is pronounced with three syllables, it will be spelled with three syllables; and if perspiration is pronounced as if the first syllable were per, it will be spelled in like manner.

4. A fourth means to correct spelling is composition. A list of words is assigned for a lesson; the recitation to consist of the correct placement of these words in sentences. This is a very useful means of teaching the orthography and use of words pronounced alike, but spelled differently, and of different meaning. How often is the word principal used when principal is meant, and vice versa? So current is used for cur-rent, and the reverse. The argument for teaching the spelling of words only in connection with their meaning applies especially to this class of words. The spelling of each examination paper should be carefully scrutinized, and misspelled words noted. If it be understood that these efforts will affect the standing, carelessness in spelling will be effectively done away.

5. Good penmanship is a most efficient teacher of spelling. Many a person writes a word poorly because he is not certain of its orthography, and his penmanship prevents detection. A misspelled word looks worse when well written than if only scrawled. I have seen the word to get misspelled many times, but never did it look so utterly out of place as when it appeared in the rounded characters of a well-known writing teacher. A gentleman who stands high among the teachers of Wisconsin, in writing the diphthongs ei and ie, makes both letters exactly alike, and places the dot above and just halfway between them. There is nothing to be insisted on more strenuously than plainness of writing. It will prevent attempted deception as a great waste of time.

6. Rules for spelling have a place among the means of teaching this art. Just what their relative importance may be is a matter of opinion. Time spent in a mere memorizing of rules is time wasted. Yet this is just what many think to be their use. Their application to the spelling of certain classes of words may be very valuable, both as a means to correct spelling and a matter of discipline. The application of rules to the spelling of derivatives must be practised until it becomes habitual to the pupil, or the rules are of no account. But there is a large class of words that is above all rules, and that defies all law. Such words as debte and indebte; as siege and seite. The only way that I know to dispose of such words is to learn their spelling just as the multiplication table is learned. They must be taken by force and compelled to submit.

7. Pupils should keep a list of all misspelled words, and from time to time review them. Of course, the teachers will note all such words, and frequently bring them to the attention of pupils.

8. And last, but by no means least, let the habit of consulting the dictionary whenever any doubt arises, be formed as soon as possible—not an unwilling consultation, as is now usually the case, but a willing and cheerful search after truth. This habit cannot be over-estimated. If it be once acquired, there is little fear that misspelled words will find a place in any composition.

—New York School Journal.

THE HOME.

Pussy Grey.

By J. M. D.

Do you want a pussy soft and grey—
A tiny, gen'le pussy?

It will not scratch or bite,
Norhowlaboutnight,
My little pussy!
Do you want it? Tell me, pray!

What's its name, you'd have me say?
What I call my pussy?
And how big, and how old?
And if the truth were told
You'd want pussy—
Come and take my pretty pet away?

My pussy, you can have one any day—
A tiny, gen'le pussy!
You can get it and as many
As you want without a penny.
Any pleasant day
From the willows by the brookside gay.

—Christian Union.

LIVE IN LOVE, 'TIS PLEASANT LIVING.

Be not harsh and unforgiving,
Live in love, 'tis pleasant living.
If an angry man should meet thee,
And assail thee indiscreetly,
Turn not thou again and rend rend him,
Lest thou needlessly offend him;
Show him love hath been thy teacher—
Kindness is a potent preacher;
Gentleness is e'ter forgiving—
Live in love, 'tis pleasant living.
THE MOTHER AT HOME.

There are many mothers, with dear children clinging around them, who often feel they are "tied at home." When Sunday comes and they feel a desire to go to the house of prayer and to the public sanctuary of God, they often decide to stay at home, and with a sigh say, "I must stay with the children." Wearied with the previous week's work, who needs rest more than she? Yet her cares are not over. With weary limbs and heavy heart she calmly submits to her lot. Too often her labors in the narrow circle of home are not properly appreciated, and her sacrifices seem to be poorly rewarded. We would call the attention of such mothers to some very important considerations. Remember a pure moral atmosphere is the foundation of all that is really good in life. Take away the blessings that center in home and you take away the strong pillars of moral and religious liberty, order and peace. Man may be the head of the family, but woman is the head of the right and power that moulds the destiny and growth of an orderly existence of the race. While she holds the fort she may not understand fully the ground she occupies, or know how much evil she is preventing. While the rough and billywavy ways of a wicked world dash with madness and fury upon the shores of time, and the bark in which our destinies is cast is tossed to and fro, near the breakers of the great maestrum of ruin, this same mother who is "tied at home" stands at the helm. Turn this way and that and guides the ship of society in its proper channel. With the kindly guidance of her hand and the influence of her heart, the human race would go forth ready to devour society, and bring to naught all the blessings of civilization. Think not mothers, your lot a hard one, or void of precious fruits. What your water with tears shall grow up into a marvelous tree of wondrous growth. O mother, thank God for a home, and remember though it may not have beauty, it need not be void of blessing. That which makes home holy makes home happy; and though the cot be humble and the roof be low, though there be no pomp or splendor, though it may not echo with the witchery of music or shine with the adornments of art, yet if there be tender love and unifying kindness, and faith and zeal and fellowship with God, then shall the home hallowed by such influences, and crowned with the divine blessing, be sacred in the sight of God and angels, and ever sacred in the memory of those who there abide. The years may come and go, the little feet may walk the paths of constancy, but however scattered abroad, whether tossed upon the waters or wandering upon the land, the sweet influences of home shall never be forgotten; and there shall come from day to day to the heart of your boy or your girl the recollections of a mother's love, the memories of the twilight hour of prayer, the remembrances of sacred communion with God, and the solemn utterances of his Word repeated by maternal lips; and these shall weave around their wayward hearts bonds that earth can never break, and shall link them in all their wanderings to mother and home, and through these, draw them gently toward that home where sorrow shall not enter and whence joys shall not depart. — Sunday at Home.

—Mark Twain says that nothing seems to please a fly so much as to be mistaken for a huckleberry, and if it can be baked in a cake and palmed off on the unwary as a current, it dies happy.

MASSACHUSETTS AND WISCONSIN.

An interesting exhibit is made in the May number of the Wisconsin Journal of Education, which shows the comparative standing of Massachusetts and Wisconsin in regard to general education. The statistics are those of 1879. The population of Massachusetts at the last census (1875) was 1,851,912; that of Wisconsin, 1,236,720.

The following is the table of the comparative statistics:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>MASSACHUSETTS</th>
<th>WISCONSIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of public schools</td>
<td>5,558</td>
<td>5,735</td>
</tr>
<tr>
<td>Number of children in grades between the ages of 5 and 15 years in Massachusetts, and between 5 and 10 years in Wisconsin</td>
<td>393,856</td>
<td>901,543</td>
</tr>
<tr>
<td>Number of pupils of all ages in the public schools during</td>
<td>311,528</td>
<td>993,866</td>
</tr>
<tr>
<td>Number of pupils over 15 years of age attending these schools in 1878</td>
<td>27,604</td>
<td>95,057</td>
</tr>
<tr>
<td>Number of private schools in 1879</td>
<td>378</td>
<td>8,847</td>
</tr>
<tr>
<td>Number of pupils in attendance upon these schools</td>
<td>15,568</td>
<td>1,733</td>
</tr>
<tr>
<td>Number of children in the charitable and reformatories schools</td>
<td>1,390</td>
<td>1,615</td>
</tr>
<tr>
<td>Number of State Normal Schools</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Number of pupils attending these schools</td>
<td>881</td>
<td>1,403</td>
</tr>
<tr>
<td>Number of incorporated academies reporting</td>
<td>46</td>
<td>5</td>
</tr>
<tr>
<td>Number of pupils reported in attendance upon these academies, and the preparatory departments of colleges</td>
<td>8,662</td>
<td>1,519</td>
</tr>
<tr>
<td>Aggregate number of pupils attending the different schools above mentioned</td>
<td>33,527</td>
<td>38,170</td>
</tr>
<tr>
<td>Percentage of attendance of the children in 1878 upon public schools, between the ages of 5 and 15 years in Massachusetts, and between 5 and 10 years in Wisconsin</td>
<td>67.4</td>
<td>65.8</td>
</tr>
<tr>
<td>Average length of public schools' day</td>
<td>49.1</td>
<td>50.3</td>
</tr>
<tr>
<td>Average number of different teachers employed in the public schools</td>
<td>9,249</td>
<td>8,575</td>
</tr>
<tr>
<td>Average wages of male teachers per month</td>
<td>107.04</td>
<td>81.46</td>
</tr>
<tr>
<td>Average wages of female teachers per month</td>
<td>87.04</td>
<td>79.42</td>
</tr>
<tr>
<td>Income of school fund</td>
<td>$130,817.57</td>
<td>$181,002.98</td>
</tr>
<tr>
<td>Amount raised by taxes for the support of public schools</td>
<td>$4,129,842.64</td>
<td>$2,566,928.66</td>
</tr>
<tr>
<td>Total value of all taxable property</td>
<td>1,590,527,042.56</td>
<td>460,566,183.00</td>
</tr>
<tr>
<td>Percentage of the valuation of that property raised by taxes for public schools, in mills</td>
<td>9.7</td>
<td>4.58</td>
</tr>
<tr>
<td>Expenses of superintendence of public schools</td>
<td>$139,553.53</td>
<td>$55,174.00</td>
</tr>
<tr>
<td>Cost per pupil per month, 1878</td>
<td>9,070.00</td>
<td>73.90</td>
</tr>
<tr>
<td>Aggregate amount expended to maintain public schools</td>
<td>4,994,000.41</td>
<td>9,070.00</td>
</tr>
<tr>
<td>Cost per pupil for public schools</td>
<td>100.00</td>
<td>17.00</td>
</tr>
<tr>
<td>Aggregate tuition paid in the academies reporting</td>
<td>$306,960.59</td>
<td>$67,941.00</td>
</tr>
<tr>
<td>Number of high schools reporting</td>
<td>152</td>
<td>135</td>
</tr>
<tr>
<td>Number of teachers in these schools</td>
<td>1,664</td>
<td>993</td>
</tr>
<tr>
<td>Number of pupils in these schools</td>
<td>9,312</td>
<td>6,893</td>
</tr>
<tr>
<td>Amount of salaries paid to the prin-lips of these schools in Massachusetts; and, to all the teachers of those in Wisconsin</td>
<td>$221,790.56</td>
<td>$186,098.25</td>
</tr>
<tr>
<td>Number of teachers' institutes</td>
<td>34</td>
<td>64</td>
</tr>
<tr>
<td>Number of members enrolled</td>
<td>106</td>
<td>157</td>
</tr>
<tr>
<td>Cost of these institutes in the State</td>
<td>$4,019.27</td>
<td>$6,595.50</td>
</tr>
</tbody>
</table>

OVERWORKING YOUNG BRAINS.

The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant and competitive examinations. Some wise man (who probably was not an early riser) has said of early risers in general, that they were connected all about the house, and moved from morning to afternoon. Now, whether this is true of early risers in the common acceptance of the word or not, I will not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceded all the forenoon of life, and stupid all the afternoon. The vigor and freshness which should have been stored up for the purposes of a hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book-gluttony and lesson-bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless, childish triumphs before the public, the power of which is as strong as the approval of their parents.

The number of days these institutes were held, Number of members included in these institutes, 106, 157. Cost of these institutes in the State, $221,790.56, $186,098.25.

Never answer questions in general company that have been put to others. Never, when traveling abroad, be over-boastful of your own country. Never lend an article you have borrowed, unless you have permission to do so. Never exhibit anger or impatience, or excitement when an accident happens. Never pass between two persons who are talking together, without an apology. Never enter a room noisily; never fail to close the door after you, and never slam it. Never forget that if you are faithful in a few things, you may be ruler over many.

—Edward Casner.
IrrONT. — The following is the program for State Normal University, commencement week: May 23, 8 p.m., Annual Sermon before the Seniors; May 24, 25, and 26, Closing Examinations; May 26, 10 a.m., Meeting of the Board of Education; May 26, 8 p.m., Class-day Exercises of the Seniors; May 27, 9 a.m., Commencement Exercises; May 27, 8 p.m., President's Reception.

The annual commencement of Elminwood schools occurred May 13. Essays: Thistles, Minnie Purcell; Civis, Citizen, Mattie Barrett; The supernatural in Literature, Hettie Coon. Motto of class, In Limine. This class were required before receiving their diplomas to pass successfully the county superintendent's examination for the teachers' certificate. Prof. Crow and all his assistants have been re-elected, some at an increased salary, none at a reduction.

Knox College has enrolled during the past year 105 in the college proper, 152 in the seminary, and 192 in the academy.

Galesburg public schools will have 21 graduates this year. A new diploma is being prepared and is to contain a cut of the high school building.

The Humum Literary Society of the North-western University at Evanston had an essay contest May 14, for a prize of $25.

Griggsville graduated four young ladies, May 7. R. M. Hitch's popularity as superintendent still continues and we presume he will remain next year.

The senior class at Morris Normal and Scientific school at its second public exercises took themes from English Literature. Here they are: Enoch Arden, David Copperfield, Sartor Resartus, Adams Bede, Merchant of Venice, Macaulay's Essay on Milton, Cotter's Saturday Night, The Queen's Gardens, Vanity Fair. Fifteen applicants attended the Morris competitive examination for West Point. Will M. Lyle of LaSalle was the victor. James A. Long of Ottawa took second place.

It seems to be the opinion of the Alumni of the Illinois State Normal that this year's reunion should be held the latter part of August. More particulars in the future.

Here is a sample inquiry: "HON. SCHOOL BOARD, Gibson City, Ill., Do you intend to make a change in Principle this year?"

Here is a little self praise which another principal sends the WEEKLY: "I have been doing very effective work this year."

A twelve year old of Maroa attempted to hang himself May 5 in order to avoid his father's punishment for truancy. He finds himself greatly lionized.

Late storms have completely destroyed a county school house in Ford County, also one in LaSalle.

Illinolps has re-engaged Principal Ramey and all the other teachers except first assistant. That place will be filled June 1. Applicants for it should have a first grade certificate.

Principal G. R. Laybourn is awakening much enthusiasm in Champaign public schools in the matter of literary and rhetorical exercises.

Peoria teachers took a steamboat excursion May 15 to Copperas Creek dam, 30 miles below the city. It was a good substitute for the monthly sociable.

Rock Island reports for month ending May 7, 1,799 enrolled with an attendance of 94 per cent. Cases of tardiness, 76, neither absent nor tardy, 738.

A teachers' institute will be held at Harding, LaSalle county, May 29. Many prominent educators of the county are on the program. The main object of the meeting of teachers will be to bring before the county superintendent and other leading teachers of the county the work of the country teacher in all its varied aspects.

The eastern townships of McLean county are to have an institute at the same date at Saybrook; Kindergarten, Map Drawing, Spelling Reform are among the subjects. Prosfs, Springstead, Allen, Wilson, Cunningham, Stanbury, and Tear are among the participants.

W. H. Smith of McLean county is to participate in the institute at Elmwood, Will county, May 22.

Woodstock school has secured an abundant supply of glassware for the natural history collection now making. The pupils of the school will give a second entertainment May 28.

Dwight High School gave an entertainment April 23, in which the debate on "Is West Point Military Academy Necessary?" was part of the program. Prof. Hubbard will be re-elected principal of Dwight schools.

Prof. Layne of Danville High School is elected to succeed J. G. Shedd as superintendent of city schools. He with directors Calhoun and Kimbrough are conducting on each Saturday examination of applicants for positions the coming year.

The Highland school board have engaged the following teachers for next year: Messrs. Adelman and Oehler, Misses Rietman, Houreit, Todd, Livermore, E. Boeschenstein, and L. Boeschenstein. They are to have ten months' school, which is a much longer term than most towns of southern Illinois sustain.

May 23-27 is the closing week of the Southern Illinois Normal. An address by Hon. Geo. R. Wendling is among the attractions.

The Agricultural Board of Bureau county has appropriated $75 as premium money for the educational exhibit at the coming fair. The items of award are for best general exhibit, maps, and penmanship from graded schools, best general exhibit penmanship from non-graded school, and best collection of woods, plants, and shells of the county. Individual prizes are offered for penmanship, plan of school house, scrap-book, school program, geological specimens, state map, county, plants of county, insects of county, and specimens of drawing.

The public schools of Marshall, Clark county, are prospering finely under the principalship of Mr. L. S. Kilborn. Mr. Kilborn last week had a valuable supply of reference books sent to his school, through the agency of the publishers of the WEEKLY. Among them were one Webster's Unabridged Dictionary, one Worcester's Quarto Dictionary, three Worcester's Octavo Dictionaries, one Lippincott's Gazetteer, new edition, one set Allibone's Dictionary of Authors ($25), and three Dictionary Holders.

Prof. T. J. Lee's ninth annual special term for teachers, at Lola, will open the last Monday in July and continue five weeks. The curriculum has been extended so as to include botany, zoology, philosophy, physiology and hygiene, chemistry, the elements of arithmetic, English grammar, algebra, geometry, and the science of civil government. Sixty-one teachers attended the special term last year. At the close of the term the county superintendent of Cole county will examine applicants for license to teach.

IOWA.—Prof. Leigh Hunt was re-elected Superintendent of the Mt. Pleasant schools at the last meeting of the board, and his salary advanced. Prof. Hunt has made a good record the past year as an efficient teacher and superintendent.

Miss Kate E. Neville, of Cedar Falls, has been chosen secretary of the grammar department of the Clarence school for the term beginning in September.

County superintendent Wilson Blaine has our thanks for a copy of the course of study for Johnson County Normal Institute to be held at Iowa City, Aug. 9-26, 1880. Mr. A. A. Guthrie, city sup't. of the Iowa City schools, will act as conductor. Messrs. Armentrout, Brainard, and Williams, and Miss Annie E. DeSelm have been engaged as assistant instructors.

Albion Seminary will hold her graduating exercises at the close of the spring term, June 15.

In one school district of Chickasaw county twelve of the pupils have died of diphtheria within the past year.

The first commencement of Griswold College since its re-opening will take place Thursday evening May 20.

Miss Carrie Albert, a teacher in the Mt. Pleasant schools, committed suicide a few weeks ago.

The work of rebuilding the east wing of the Deaf and Dumb Institution at Council Bluffs will be commenced at an early day.

The graduating exercises of the Knoxville high school will occur May 21. The class of 1880—twelve in number—is a fine one. A handsome program of the exercises is before us.

The Hancock Signal speaks the truth in the following: "Teachers wages have been cut down in some parts of the county below reason. A teacher cannot change to some other employment in a day, without notice, and some first class teachers are obliged to either do nothing or teach school for wages below those received by a common farm laborer. This is not right. How much can a teacher save out of $25 a month, after paying board and washing bills, fee. for certificate, traveling fare and board while attending normals and schools, committed suicide a few weeks ago."

Bellevue Leader: If you want a live, progressive school journal to visit you once a week, send $2 to S. R. Winchell, Chicago, Ill., for THE EDUCATIONAL WEEKLY.
Mr. N. E. Griffin, LaMotte, Iowa, has taken charge of the educational column of the *Bellevue Leader*. He strikes the keynote quite forcibly in his introductory. The following advice which he gives to teachers is worth remembering:

"Take standard educational Journals, and keep posted; be up with the times, you can no more afford to be behind time in your profession or stepping stone than the commission merchant can prosper by depending upon last year’s commercial reports as guides in disposing of his produce. Not to be posted to date is lagging, and a laggard loses the race."

Mr. N. Meser, one of Koekuk's excellent principals, will do institute work in Butler county this summer.

The Davenport high school will graduate a class of thirty-eight pupils the last of June.

Mr. J. C. Scott, Iowa agent for Van Antwerp, Bragg & Co.'s publications, gave us a call recently.

The Grinnell Herald of week before last published Mr. Harris' prize oration on "Edgar A. Poe," delivered at Oberlin.

Prof. Knight is instructing the University graduating class in elocution.

Ohio.—Prof. A. W. Williamson has closed a very successful school year at Mt. Washington. He will doubtless be retained.

Col. De Wolf, of Hudson, formerly Superintendent of Toledo public schools, is the Republican nominee for school commissioner. He is well and favorably known, and Hon. J. J. Burns the present incumbent will have hard work to beat him.

We learn that Prof. T. J. Mitchell has been unanimously re-elected Superintendent of Mt. Gilead schools at a salary of $1,500. Judging from his past success, it is a good choice, and the Board are to be congratulated on being able to retain him.

The Mt. Gilead Union Register has started an educational column.

The board of Marysville have re-elected W. H. Cole as Superintendent for three years. The future prosperity of the schools is insured, with a man of such ability and experience at its head.

Kansas.—Hon. A. B Lemmon declines being a candidate for re-election as State Superintendent of Public Instruction, and several other names are mentioned by the numerous educational journals of the state. The most prominent of these we judge are Prof. Thomas, of Topeka, and Prof. P. J. Williams, of Ottawa.

Michigan.—Professor Cocker, of the University, will sail for Europe June 2, to spend the summer.

The announcement of the Quincy Union School for 1880-1881 is neat and convenient. D. A. Allen, Ph. B., is superintendent, Miss Carrie P. Church, preceptoress.

Prof. P. D. Cornell’s many friends will all be glad to hear of his good work at Northport, and that it is appreciated by the school board, they having retained him at an advanced salary from last year. The Association of Northern Ken would be glad to be remembered by Brother Cornell, and ask him not to forget “Auld Lang Syne.”

The report of the 28th annual meeting of the Michigan State Teachers’ Association is a valuable document for every Michigan teacher. It is replete with the thoughts of Michigan’s best men on subjects needed to be considered. Every teacher in the land would do well to read Austin George’s “Classification in Graded Schools,” and Z. C. Spencer’s “Literary and Professional Training of Teachers,” two papers unique in their ideas and reaching forward into a clearer educational realm.

The joy-inspiring face of Prof. Olney is expected to gladden the hearts and his enthusiastic words stir the minds of those who attend the missionary convention at Saratoga, the last of this month.

The high school of Monroe has applied to the University for an examining committee, so as to be able to admit graduates on diploma.

It must have been pleasant to the lookers-on, at Secretary Evart’s dinner in honor of Dr. Angell, to have seen the meeting between Mr. Cox and Mr. Angell, Mr. Cox exclaiming, “Why, Jim Angell!” and Mr. Angell replying: “Why, Sam Cox!” They were classmates at Brown University.

Kent county has 22,366 children by school census, and $10,463 primary fund.

Michigan teachers will be glad to welcome Albert Jennings back to our fraternity. He has a heart in full sympathy with teachers’ work and is more needed by teachers and the taught than by lawyers. The *Weekly* holds out the right hand of fellowship with a hearty welcome.

The Ionia county Teachers’ Association was a royal success—not in point of numbers, but in interest and aims. Superintendent Ewing has worked like a Trojan to lift the standard in Ionia county, and is reaping the success he so richly deserves. Ionia and Montcalm are hereafter to drive in double team in this good work. We bid them a hearty success.

The May apportionment of the primary school fund of this state has just been declared. The school census gives a total of 436,993, but, owing to noncompliance with the law, several districts are debarred from what would otherwise be their full share of the fund, amounting to a total of $82,280. The total income is $226,954.60, which averages 47 cents per child. The exclusion of the delinquent districts will also affect the apportionment of the $1-mill tax. Of the 77 counties of Michigan, 53 contain one or more districts that lose their proportion of the primary school fund, through noncompliance with the law. Presque Isle county loses almost what it should have, 257 of its total school population of 549 being excluded.

Of the 12,115 school population of Monroe county, 232 receive nothing; of the 6,256 of Huron, 148; of the 3,474 of Isabella, 146; of the 9,955 of Van Buren, 137; of the 8,281 of St. Joseph, 93; of the 8,109 of Tuscola, 102; of the 2,515 of Mason, 104; of the 2,744 of Hillsdale, 105; of the 12,137 of Allegan, 254; of the 11,385 of Ottawa, 112; of the 8,068 of Mackinac, 93; of the 22,366 of Kent, 124. In thirty-nine other counties there are from 9 to 87 who receive nothing. No report whatever was receive from Isle Royal county.

Commenting on the above the *Inter Ocean* says:

"Four thousand two hundred and thirteen children of school age have been denied their share of the Michigan primary school fund, in the apportionment just made, because of the careless or utter negligence of school officers charged with the taking of the school census, making returns, etc. It is high time for the people of districts suffering from this cause to call their negligent representatives to strict account, and, if possible, hold them personally liable for the loss incurred through their laches."

Indiana.—Program of the County Superintendents’ Association. To be held at Indianapolis, June 22d and 23d, 1880.

Tuesday Morning.—1. An address by Prof. James H. Smart, Supt. Public Instruction. 2. Paper—Skilled Labor, A. C. Goodwin, Pres. of the Association. 3. “In what way can the Acts of the County Board of Education be made of more binding force upon the respective members of the board, and be made to exert a greater influence over the community?” Wm. H. Caulkins, superintendent of Tippecanoe county. Discussion opened by Geo. W. A. Luckey, superintendent Adams county.

Afternoon.—4. What should be the Qualifications of Superintendents, and how should they be determined? Jacob B. Blount, superintendent Rush county. Discussion opened by Oliver Bulion, superintendent Parke county.


The morning exercises will begin promptly at 9 o’clock, and the afternoon session will begin at 2 o’clock.

Wisconsin.—All departments except the high school in the Second Ward of Manitowoc have been closed on account of diphtheria.

One additional teacher was employed in the public school at Bay View this term on account of increased attendance, Principal Fink’s success there is quite marked.

Minnesota.—Wisoa Normal School graduated 16 in the Elementary course, 10 in the Elementary course who had also finished the preparatory studies required for the advanced course, and five in the advanced course. The exercises were attended by an immense throng. Among the guests upon the platform were President Simpson and Directors Pitcher, Wright, and...
Mitchell of the State Normal Board, President Peirce of the Board of Education of Winona, Judge Mitchell, Judge Wilson, C. A. Morey, Esq., formerly principal of the Normal School, Prof. Gilbert of the High School, and the members of the Normal School faculty. Prof. Phelps, who has so long been identified with the Normal Schools, was unable to be present. He sent a very friendly note expressing his continued interest in the work of the Normal Schools. The classes were addressed by Hon. Thomas Simpson and Hon. William Mitchell.

The graduating exercises of the St. Cloud Normal School were very interesting. Governor Pillsbury and six of the seven members of the State Normal Board were present. The graduates of the advanced course numbered seven—two ladies and five gentlemen; of the Elementary, twenty-eight ladies and twelve gentlemen. The average age of those in the Advanced course was 20 years, in the Elementary, 21 1/2 years. The class was presented to the Board by Prof. Kiehle, in a brief address. Prof. Simpson responded in an eloquent and practical address. He was followed by Governor Pillsbury and State Superintendent Burt.

A meeting of the Normal Regents was held May 11, at which applications for the principalship of the Mankato school were presented from J. Wernli, LeMar, J. Q. Emery, Fort Atkinson, Wis., O. Whitman, Red Wing, Minn., John P. Paterson, Washington Court House, O., Edward L. Harris, Port Jarvis, N. Y., A. H. Lewis, Andover, Mass., Wm. Richardson, Mankato, Minn., and Prof. Fletcher, Highland Park, Ill. All these applications were laid aside and the position tendered to Prof. Edward Searing, as previously announced in the Weekly, by a unanimous vote. Prof. Irwin Sheppard was reappointed to the principalship of the Winona school, and Prof. Kiehle to that of St. Cloud. In connection with the appointment of Prof. Sheppard the following resolution was adopted:

Resolved, That, notwithstanding the election of Prof. Irwin Sheppard to the principalship of the normal school at Winona, being late in the season, gave him but short time to prepare for his year's work, the board is fully satisfied with his work and much gratified at his success; fully endorses him as an able instructor; and takes great satisfaction in re-electing him to the principalship of the school.

A novel and important proposition was submitted by Prof. Sheppard in a letter to the president of the Board. In substance he directed attention to the fact that the academic year of the Winona school consisted of less than nine months, but that it was impracticable to lengthen that period, as many of the students had to depend for their support upon teaching school in summer. The faculty was, hence, dismissed early in May for an unnecessary long vacation, and the institution, with all its appointments, lay unoccupied and useless for four months. As country teachers' institutes seemed impracticable after the close of the normal school, and no plan has been proposed for utilizing the normal faculty during the long vacation, the writer suggested that a State teachers' institute be held at the Winona normal school, May 10, to continue not less than three weeks or more than four. The Winona principal and faculty are to conduct it upon the plan of the ordinary sessions of the school, the course of study to be prepared by the State and county superintendents, and the former to arrange a course of eight evening lectures. The members attending are to be graded according to their scholarship and experience, and the model schools are to remain in session. The tuition is to be free, and the membership to be open to all within a practicable distance from Winona. The whole is designed to supplement the county institutes. The proposition was unanimously adopted.

The Minneapolis Academy of Natural Sciences has been presented with the Morey collection of minerals by its owner.

The Board of Regents of the State University held an important session last week, at which the internal character of the University was freely discussed and some significant resolutions were adopted. The special committee to whom had been referred the matter of filling vacancies in the faculty, the consideration of studies, assignment of work, and the matter of increased income, made a long and exhaustive report. The report was adopted in the main.

Upon examination of the resolution raising the committee, several questions appeared to be involved, which have been considered in order, as follows:

I. IN REGARD TO DEPARTMENTS OR COLLEGES.

Your committee assumes that the colleges of agriculture and mechanic arts are, under the conditions of law and public sentiment, to be maintained. As to the manner in which the work is to be done when the special work of the professorship of agriculture should be provided for, the committee have not been able to agree, and are therefore constrained to refer the matter back to the Board.

As to the college of mechanic arts, it is thought best to advise that the Board employ an expert in mechanical engineering rather than in civil engineering as here before, upon the ground that the former branch of the profession is likely to be of greater interest and importance to the young men so to be educated. It is more probable also that the mechanical engineer will be competent to take charge of physics.

II. IN REGARD TO PROFESSORSHIPS.

Your committee recommend that the scheme of departments of instruction hereafter in force be amended so as to read as follows, subject to the consolidations to be hereafter suggested:

[We omit the scheme from want of space.]

The following consolidations and exceptions in the foregoing departments are suggested:

1. That botany and zoology be in charge of the professor of geology.
2. That history be in charge of the professor of mental and moral philosophy.
3. That elocution and vocal culture remain in charge of the professor of English.
4. That public health remain in charge of the secretary of the State Board of Health.
5. That no instruction be offered for the present in fine arts.
6. That industrial drawing remain in charge of the professor of mechanical engineering.
7. That civil engineering and architecture be in charge of the professor of mechanical engineering.
8. That in the department of Education a course of lectures upon the "Theory and Practice of Teaching" be given.
9. That no instruction be offered for the present in business.
10. That instruction in vocal music be offered once a week throughout the year.

To make these changes, the following amendments in regard to that part of the scheme of lectures on Practical Ethics to freshmen destined with; Astronomy transferred from third term junior to first term senior, and made elective; French in first senior year made elective; Geology taking its place as a required study; Greek and Latin were stricken out of the senior year; in some of the professors in these departments; course of lecture in fine arts, third senior year, suspended.

IV. IN REGARD TO FILLING VACANCIES.

Upon the foregoing basis it is recommended that teachers be employed for the following departments:

1. Mental and Moral Philosophy and History.
3. Chemistry.
4. Engineering and Physics.
5. French.

The rank to be assigned several to those who should depend upon the antecedents of the successful candidates.

The teacher of French may properly be a lady, competent to perform such duties as are necessary.

In regard to the department of Latin you committee were in doubt as to the intention of the Board. The election of assistant professors in Latin and Greek seemed to point to a consolidation, either temporary or permanent, of the departments of classics; but the members of the committee recurred any expression on the part of the Board to that effect, they felt at liberty to advise according to their judgment, and they have therefore inserted Latin language and literature as a co-ordinate department in the foregoing scheme. It does not appear that the Board would be disposed to strike out these departments. If the chair of Latin be filled, one of the junior officers must be employed in other work than ancient languages.

It is submitted that the same language, German and English will be provided for as hereafter, the work of the next year may be carried by the officers lately re-elected and the five above recommended to be engaged, except that in agriculture, whatever it may be, four sections of physics and drawing for the first, and three sections of physics and drawing for the second term, and certain small fractions which can be best provided for at the time.

[Agreed to but chair of Latin to remain vacant for one year. The work of that department is in charge of the professor of Greek.]

Your committee further recommend the consideration of the following additions to the present work and to the teaching force:

1. That so soon as the finances of the University will allow, an assistant be employed to the professor of English, who shall be an elocutionist, and who shall be held the supervision of the professor, conduct all the rhetorical exercises of the three lowest classes, and also the rehearsals of the juniors and seniors, and in the discretion of the professor, teach rhetoric and other English branches. It is thought that such an assistant would be thus fully employed, and if a competent person, the usefulness of the institution would be greatly and very popularly increased.

2. That a course of lectures be offered for the first year to all the students, and renewed annually to some of the classes, upon the theory and practice of education. Many of the words taught in the present course are more of the graduates go to teaching than to any other branch.

3. That there be offered to all the students instruction in vocal music once a week through the year by a competent person.

[Concluded next week.]
NOTES.

—Henry Jane, of Shullsburg, Wis., has accepted the superintendency of the public schools of Georgetown, Colorado.

—The graduating exercises of the Chandler Scientific Department of Dartmouth College will take place June 22.

—Teachers of Drawing should send 25 cents to Prof. W. N. Hull, Cedar Falls, Ia., for ninety drawings, with circulars, etc., illustrating his popular system of inventive free-hand drawing.

—From the latest statistics, it appears that in Michigan only twelve per cent of the number of teachers employed in the public schools, attend the yearly institutes held in that state; in Kansas and Pennsylvania, sixty, in Indiana, over ninety; in New York, nearly eighty; in Massachusetts nearly thirteen; and in Ohio, fifty-three.

—Three presidents of educational institutions were among the four men chosen by the Methodist Episcopal General Conference last week to assume the office and duties of Bishop, viz: E. O. Haven, Chancellor of Syracuse University, N. Y.; Cyrus D. Foss, President of Wesleyan University, Mid- dletown, Conn.; and J. P. Hurst, President of Drew Theological Seminary, Princeton, N. J. The fourth Bishop chosen was Rev. H. W. Warren, of Philadelphia.

—The Fourth Annual Session of the Columbus Normal Art Institute is announced to open July 5 and continue four weeks. The special object of the school is to impart a knowledge of the broad and comprehensive systems of Industrial Art Education which have been in use in Europe for a long time, and which are now being demanded in the public schools of this country. The course of instruction is specially arranged to meet the wants of those holding positions as teachers of drawing, and others desirous of doing so who have not had opportunities for extensive study, and of teachers and superintendents who wish to introduce this study into their schools and give it intelligent supervision. The instruction in all branches will begin with the elements. Tuition for the regular course, $25. Circulars of information may be obtained by addressing Prof. W. S. Goodnough, Director, Columbus, Ohio.

THE WORLD.

NEWS RECORD CLOSING SATURDAY, MAY 15.

—The German army is to be raised to a force of two million soldiers.

—Forest fires in New Jersey and Eastern Pennsylvania continue to rage with unabated fury.

—The new Normal School building in California will be constructed of brick, at a cost not to exceed $150,000.

—After a long and careful investigation of the affairs of Archbishop Purcell, experts announce a deficit in round numbers of $3,800,000.

—There are over 40,000,000 standard silver dollars in the U. S. Treasury, which number is being increased by about one million a month. The problem is to know what to do with it.

—In Western Kansas the people are suffering severely from drought. In the counties of Grove, Wallace, Tregeo, and Ellis there has been no rain since last November.

—The indications that Congress will adjourn this month are not favorable. The republicans would be glad to secure an early adjournment in order to avoid any further tariff legislation.

—On May 11, the Senate of New York, by a vote of 17 to 14, passed a concurrent resolution to amend the constitution so as to extend the electoral franchise to women.

—The meeting of normal school principals and others particularly interested in normal work at Put-in-Bay, Ohio, is now definitely appointed to begin July 21, and continue for three days and perhaps longer.

—It is stated on good authority that General Scofield, in charge at West Point, will be removed, on account of his conduct during the Whittaker investigation, and placed in command of the Military Department of the Missouri, and General Pope, now in command of that Department, sent to West Point.

—Dartmouth College is in lack. Benjamin P. Cheney, of Boston, the well-known member of the United States and Canada express company, has given it $50,000, of which $40,000 will be used to found the Cheney professorship of mathematics, and $5,000 to aid in endowing the Daniel Webster professorship of Latin. A special effort is being made to raise funds from the alumni, and this gift ought to inspire them with generosity.

CHICAGO NOTES.

Some how, times seem to have changed in Chicago, within a few years. It is not so very long ago that the President of the Chicago Board of Education made a spectacle of himself by boasting of the disgrace of the city which was brought about by a system of "Economy and Reform" which saved a few paltry dollars for a few small politicians to cackle over, but involved the city in the dilemma which Mr. Wells depletes in his annual report.

The report of Chicago Board of Education for 1878-9 is out at last. The president advocates increased school accommodations and spelling reform; the superintendent says that in this, the twenty-fifth annual report, he confines himself to the statement of facts and results. The Committee on German recommend that teachers be employed to teach German who are also competent to teach English, that is, that German be taught by the regular class teachers. The committee say would save $13,000 to the schools. A much simpler way to save this sum of money to the schools, and ten times its value in time, would be to drop German from the course.

—The Union School Furniture Company of this city has just furnished the West Division High School with $80 seats and desks. This in the face of sharp competition. Last winter a portion of the Armour street school building was furnished with the same kind of seats, and the perfect satisfaction given there secured for them the preference over all others in this contest, even those offered at lower figures.

A pathetic letter was read at the last meeting of the Board from Miss McCafferty, who was injured six months ago by being thrown down stairs by a column of boys while executing an experiment in rapid exit under the personal supervision of Mr. Merriman, and at the suggestion of one of the Superintendent's general orders. The Board, after hemming and hawing, at last voted her $210, the difference between her salary and the pay of a substitute during her absence to date, which has been six months. One of the members, a successful lawyer, doubted whether the Board was legally bound, and compared the case to that of a railway employe losing a limb in an accident, but he should know, if he knows anything of the law of trespass on the case and the history of such suits in this country, that there could not be raked out of the vilest slums in the city a jury that would not give a verdict for the disabled employe when the accident occurred through the negligence or incompetence of a fellow employe, to say nothing of its occurring under the general order of one superior officer and the personal supervision of another. Miss McCafferty was at her post of duty doing extra service under the orders of her principal, who was executing a maneuver contrary to well known principles of school management, but he was doing it as a dutiful subordinate of the Superintendent. That Miss McCafferty did not die at her post was not the fault of Misses'. Merriman & Doty.

OFFICIAL DEPARTMENT.

ILLINOIS—STATE CERTIFICATES.

STATE OF ILLINOIS, DEPARTMENT OF PUBLIC INSTRUCTION.

SPRINGFIELD, May 17, 1880.

To the Editor of the Weekly:

Please add to the list of holders of State Certificates published by you Jan. 22d and Feb. 12th the following names, which, not having been regularly recorded, were not furnished you with the others:

EDWIN C. HICKS,

Graduate Bridgewater Normal School.

James N. Patrick, July 30, 1872.

Granville F. Foster,

Wm. M. Crochton.

James Sullivan.

J. A. B. Shippey.

Jas. B. Ryan.

James S. McClung.

J. A. Badger.

O. P. Hay.

Wm. J. H. Hogan.

M. Elizabeth Farnen.

June 20, 1878.

I am requested to make the following correction in the names published Feb. 12th:

Shadrack C. Bond should have been Shadrach C. Bond, and William S. Shipley should have been William S. Shipley.

Very truly yours,

State Supt. of Public Instruction.

JAMES P. SLADE,
A OFFSCOURING.

By ELEANOR KIRK.

WELL, yes, ma'am, I hate stole!

"Why, John!"

"You asked me, didn't you?"

"Yes, I asked you!" the mission teacher replied, a sad, almost disgusted expression on her sweet, young face.

"What did you ask me for, if you didn't want me to tell you? I could 'a' lied!" the boy went on in a stolid sort of a way, and yet with a ring of feeling in his voice.

"No, you couldn't, Johnny," the teacher answered with a smile, "because you promised, you remember, that you would always tell the truth to me."

"Well, I didn't go back on it, did I?"

"No, Johnny. Have you any objection to telling me how often you have taken things that didn't belong to you?"

"Mebbe I couldn't remember them all," the boy replied, "but I never lifted anything very particular. Once when the old woman where I hang out got sick, and cried a blue streak for oranges and nobody had any money to get 'em, I asked the old cove the mission teacher replied, a sad, young face, and as her companion look­ed up she saw the tears in her eyes, a sight which had a curious effect upon him.

"Don't make me tell you any more, please ma'am," he said, dropping his eyes, while his face flushed scarlet. "I ain't nothing but a offscouring anyhow, and it ain't no go to fret about what I do. I was kinder dragged into this place, else I'd never a bothered you.

"What name did you call yourself?" the teacher inquired.

"I didn't understand you."

"Granny Leeds always said I was an offscouring, and so I am.

"What is an offscouring, John?"

"Oh! the leavin's of something that ain't no good."

"Granny Leeds, as you call her, was very much mistaken, and you are very much mistaken about yourself, Johnny," the teacher replied. "You are not an offscouring but God's own child, and he is giving you a chance to make something of yourself. How much do you think the things are worth that you have taken, in all, Johnny?"

"Them oranges was worth four cents apiece when I took 'em; that's twenty-four; and then two loaves of bread I lifted for two fellers that froze their feet last winter, and a mackerel to make the bread go down. It's awful tough to eat bread without nothing with it; and then a base-ball that was worth fifty cents, and all them things would make near hand to a dollar. I don't remember anything else now."

"Well, John, I shall give you a dollar, and I want you to go to those places and pay for all those things."

"Then I'll have to own up," the boy interrupted, in his bewilderment relapsing at once into slang.

"Wouldn't you feel better to confess, Johnny?" the young lady inquired, not a little troubled at the effect of her words. For a moment the boy seemed lost in thought, and then lifting a frank face to his companion said, "I ain't never felt particular bad about any of them things 'cept the base ball, and that I could 'a' done without, but if you say so, Miss Lee, I'll give the whole thing away; only as I ain't lifted anything lately, and don't never mean to again, they would always suspicion me, and make me out a thief when I ain't no such thing. Don't you think 'twould do, ma'am, if I dropped the money in them places so they'd be sure to find it? If you don't think so I'll blow the whole thing, if it takes me to the Island.

"What will you do, Johnny, if somebody needs bread and oranges and you haven't any money to buy them with?"

"That's a sticker, ma'am. I dunno."

"And it wouldn't be strange if something of that kind were to happen any day.

"No, ma'am. There's something putty generally to pay with the folks I know."

"Well, Johnny, I will tell you what to do," the teacher replied. "Here is my card, and when any of your acquaintances are in trouble I wish you would come directly to me; and if anything is amiss with you at any time be sure and send a messenger. You had better come up to-morrow, anyway, Johnny, for I want to give you some warm clothes, and then it will be easy for you to find the place next time."

Johnny hung his head. This kindness had overpowered him, and not a word could he speak.

"I didn't mean to hurt you, Johnny," the tender-hearted teacher hurried to say. "You are willing I should help you, are you not?"

"I guess you had better let me git, now, Miss Lee," the boy replied, huskily. "You could knock me down with a eye-winker. You needn't worry about my remembering all you've said; but just now I'm all broke up."

"And I can trust you, Johnny?" the lady inquired.

"It is a go, ma'am," the boy answered, simply.

Miss Lee tucked a dollar bill in his hand, and Johnny hurried out of the building.

It took considerable tact and skill, as well as time, for the boy to satisfactorily manage the business which his teacher had provided the money for. For instance, the grocer from whom he had "lifted" the oranges had sold out to another man, and Johnny was obliged to hunt him up. He was at last found, poor and ill, and the boy without a moment's hesitation confessed the theft and produced the money. "I guess I can make it thirty cents," he said, "and that'll be a little interest. If I wouldn't like to give you five dollars then you may shoot me for a crow."

The ex-grocer was so surprised at Johnny's confession and subsequent generosity that he shook the boy's hand heartily and invited him to step in again soon, which the lad promised as heartily to do.

By nightfall these "back debts," as Johnny naively called them, were all settled, and then, after a scanty meal, the boy started out with his evening papers. About quarter to eight he had sold out, and then, as fast as his feet would carry him, he hurried to the neighborhood of the Academy of Music to watch the people go into the building. It was opera night, and this was one of Johnny's greatest pleasures; and so, with his back to a lamp-post, he gave himself up to the delight of watching the gay throng. Johnny wondered what it would be like to
drive round in luxurious carriages and have plenty of money to spend on fine clothes. He thought of the bread and herring he had eaten for his supper, and tried to imagine what it would be like to have turkey and cranberry sauce every day. Every Christmas Johnny had turkey and cranberry sauce for his dinner, and he knew from experience how nice they were. He had once ridden in an ambulance with a friend of his—a newboy—who had been run over by an express wagon, and this was the nearest approach to a carriage ride that Johnny had ever enjoyed. He wondered, as he watched these happy, gayly dressed people, why it was that some people had all they wanted while others were cold and hungry, and sometimes starved to death. This was not the first time that Johnny had been perplexed with such thoughts, but they had never made him feel quite so uncomfortable as on this occasion. He called to mind the warm under-clothing and tidy jacket and pants which Miss Lee had given him that day, and tried to comfort himself with the thought that there was one person in the world who cared for him.

There had been a heavy fall of snow that day, and as Johnny, still absorbed with his thoughts, started to cross the street he saw something sparkle in the snow at the side of the curb. There had been a rush of carriages, and a few had not been able to pull up at the curb. As he picked it up he saw that it was an ornament in the shape of a cross, and studded with diamonds.

Johnny knew they were "shiners," as he called them, as soon as he looked at them, so with his heart in his throat he tucked the precious jewel in his pocket, still holding it firmly in his hand. Johnny's ambition had been to start a coffee and cake establishment where newsboys could be entertained at low rates. For more than a year he had nursed this project, and here was a chance to carry it into execution. There were nine stones in the cross. Disposing of one at a time so as to avoid suspicion, there was money enough to last him "for years and years" he told himself. He puzzled him to know where he could keep the shiners, for there wasn't a soul among his acquaintances whom he dare trust with the secret. Not until he had crept into his poverty-stricken bed, with his treasure carefully hidden among the straw, did the thought occur that he ought to try and find an owner for it. Then followed a hard battle between the natural honesty of the lad and his very natural desire for creature comforts. The person who could wear a gold thing like that "chock full of shiners," he said to himself, "must have money enough to buy more shiners." Here he was, cold and hungry half of the time, with no prospect before him but to be always hungry, if not always cold; and here were these "shiners" which would set him up in business and give him a chance to help the boys. Johnny honestly wanted to help the boys. Why should he find the owner of this cross when he had nothing and the owner had everything? This fight continued until it was time for the lad to start out for his morning papers. All through the busiest part of the forenoon the battle still raged, and the newboy's thoughts were so occupied with his new found riches that he almost forgot to attend to his customers. About half past ten, as he crossed City Hall Park, he noticed a gentleman in earnest conversation with another gentleman, and as he passed he heard the words "diamond cross" spoken. Johnny slackened his pace and listened.

"The diamonds were all of the first water," the gentleman said.
"It was a present to my wife from her father, and she is terribly cut up at the loss. I don't suppose we shall ever find it."
"You will advertise it, won't you?" his companion inquired.

"Oh, of course," the gentleman replied, "but more than likely it has fallen into dishonest hands, and unless the reward is made equal to the value of the diamonds we shall probably never see them."

When the gentlemen separated the one who was interested in the diamonds entered the City Hall, and after a little inquiry Johnny discovered that this gentleman held a very honorable office in the city department. After finding this out the lad took a turn round the Park to think it over again.

"Granny Leeds said I was an offscouring, and Miss Lee says I ain't," he argued to himself. "If I keep these shiners Granny'll be right and Miss Lee'll be wrong. She said the Lord was giving me a chance to make something of myself. Well, now, the question is, am I or am I not a offscouring? If I keep these shiners I am, if I give them up I ain't. Well, I ain't!" and with these words on his lips Johnny started for the gentleman's office. Nothing daunted, he entered, and presented himself at the desk.

'Some of your folks have lost something, ain't they?' he asked.
"They have," said the gentleman.
"Will yer honor tell me what it is like?"
"It is a gold cross set with diamonds," and the gentleman described the relative position of the stones. It was lost either in the Academy of Music last night, or on the way to or from that place."

Johnny's coat was off in a twinkling, and with a rip at the stitches which confined his treasure he took it out and put on his coat again. "I's pose this is it," he said, handing it to the gentleman. "I wanted to keep them shiners awful bad," he continued. "They'd a set me up in business, them shiners would, but you see I couldn't get to be such a offscouring as that, though I have been trying to be a thief all night long. If I was your folks," he went on, "I'd get a stronger string to hold them shiners, for they'd be gone for good and all next time."

'What is your name?' the gentleman inquired, as the lad, with his cap in his hand, stood modestly before him.
"John Resney," the boy replied.
"Have you a father and mother?" was the next question.
"Nobody, yer honor, but myself."
"Which would you prefer to do, Johnny," the gentleman next inquired; 'go into business or go to school?'
"Why, I would rather go to school, ten to one," said Johnny, "but there ain't no show for that."
"We will see," said the gentleman. 'Will you come into my office, Johnny, until I see what is best to be done?'
"Yes, sir," Johnny replied, the tears starting in his eyes.
"I shall want you to go home with me in an hour or two, and give my wife her diamonds and see what she thinks of you."
"All right," said Johnny, brushing away the tears. 'Anything to do now, yer honor.'

The following Sunday Johnny went to the Mission School for the last time, and in such good clothes that Miss Lee hardly knew him. The grateful boy told his teacher all that had happened, and concluded as follows:

"I am going away to school to-morrow, and if I've got the learning stuff in me I can go to college; but, Miss Lee, if it hadn't been for you and God I should have been a offscouring all the days of my life."—Christian Union.
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