THE WEEKLY CASE.

The following are the facts: A boy in the Clarke school was rushing up stairs in a disorderly manner. He was stopped by a teacher who ordered him back to "try it over." To do this he pointedly refused and was handed over to his own teacher, the head assistant of the school. In answer to a question of hers he made a surly and offensive reply. A tussle ensued in which the lady's dress was seriously disarranged and her limbs bruised so as to leave black and blue marks from the ankles to the knees. She succeeded, however, in conveying the boy to the wardrobe, and, lest he should suffer fatigue or inconvenience she had a chair placed therein for his use. The use he made of it was to bang it against walls and doors for 55 minutes. At noon he was returned and, taking a ruler, he applied it pointedly to the boy's thighs. But it only served to the boy's bruises were exhibited to the sympathetic family physician who thought the beating an awful one, of course, and asseverated that if he had not been called in at the moment, etc., etc. The boy was also exhibited to a Chicago justice, a character famous since the palmy days of Charles O'Malley et al. The lady kept her injuries to herself and a few fellow teachers. Mr. Vaile was fined $10 and the lady $3 for not conquering the boy.

The Board ordered Mr. Vaile to resign; Mr. Vaile refused to resign; a committee waited on him, and Mr. Richberg, with threats, abuse, and bad language, drove him from the building. [Mr. Vaile is a slightly-built man.] Mr. Vaile requested an investigation; the Board granted the investigation.

The assistant superintendent stated that the change of teachers at this time of year would endanger the chances of the Eighth Grade pupils for admission to the high school.

The superintendent was called.

The following is a portion of his examination by the committee:

Member.—What will be the result of a change of teachers at this time on the chances of the Eighth Grade to pass for the high school?

Mr. Doty.—No serious consequences will attend the change.

Mem.—What has been Mr. Vaile's success in the Clarke school?

Mr. D.—Things have gone on smoothly enough, but he had a corps of trained teachers and the school practically would run itself.

Mem.—How does the Clarke school compare now with what it was last year?

Mr. D.—Oh, it is not the same school.

Mem.—Why?

Mr. D.—One reason is that the better half of the pupils and teachers were taken away early in the year.

Mem.—And yet you say Mr. Vaile has had the advantage of a corps of trained teachers?

A pause.

Mem.—Why was Mr. Vaile left off the list of high school teachers at the end of last year?

Mr. D.—Because Prof. Howard stated that he had a hasty disposition.

Mem.—Was that the only reason?

Mr. D.—It was.

Mem.—Do you remember that early in the year you said that four teachers of the high school should be dropped for want of work in that department?

Mr. D.—I so stated.

Mem.—Did you state that there was no fault to find with them, no reason for their removal other than want of work?

Mr. D.—I so stated.

Mem.—Was Mr. Vaile one of those four?

Mr. D.—He was.

Mem.—Was Mr. Vaile, then, dropped for hasty temper or for want of work?

A long pause.

It will be seen by the above that Mr. Doty gave Vaile up to be slaughtered.

But the following is still more peculiar:

Mem.—Did this lady exceed your instructions in regard to personal punishment?

Mr. D.—She did.

Mem.—In what particular?

Mr. D.—In that she pinched the boy's cheek.

Mem.—Did Mr. Vaile exceed your instructions as per circular produced?

Mr. D.—He did.

Mem.—In what particular?

Mr. D.—In that he undertook to whip the boy before he had disgraced him by suspension or expulsion.

Mem.—Then your plan is to turn children out of school and then, when they are out of your reach, to flog them?

A pause.

Truly this is reversing with vengeance the first rule for cooking a goose; but doubtless Mr. Doty thinks it a poor rule that will not work both ways.
The worst feature of this whole business is that Mr. Doty sympathizes with Vaile, having by his circular got him into the scope, but he has been ordered by Richberg to slaughter the victim. Accordingly, Vaile was denied reinstatement.

It is impossible to conduct a large school without friction of some kind. When it is not one thing that parents find fault with, it is another. It must be a great comfort to the teachers of Chicago to consider how they will be sustained in a difficulty by the Superintendent, in view of the way in which he upheld Vaile, a bosom friend of his, and an ardent supporter of his administration.

**GOOD SCHOOLS MAKE GOOD CITIZENS.**

The presence of several thousand strangers in Chicago absorbed in the great business of President making, the extreme earnestness of the delegates and others, and their intense desire to secure the nomination of the very best man, have suggested the importance of beginning in the schools to train men to assume the duties and responsibilities of citizens and statesmen. To be an upright, honest, loyal American citizen is a distinction honored the world over. Good citizens are to-day the greatest need of our country. We are a self-governing people. We are a nation founded upon the principle that man has an inalienable right to life, liberty, and the pursuit of happiness. Every citizen of this country is an independent, respectable, and influential voter. Voting is an essential function of citizenship. The votes of the people determine the character of the government. Could all the ballots cast at the next election be honest, upright, virtuous ballots, there need be no fear as to what our future would be until the succeeding election; such ballots would give us no bad officers, no bad laws, or bad interpretations of the laws, nor escapes from punishment by criminals; we should have none but intelligent, truthful ballots—no corrupt public officers, no wasting of public funds, no revenue frauds, because the laws would be faithfully and conscientiously executed.

With good citizens we get good ballots and good public officers; were all our citizens what they should be, we should have none but good, incorruptible officers. We are positively oppressed with an excess of legislation. The better the citizen the fewer laws we want. The laws press only upon those who violate them. A self-governing people do not need very many rules. The theory of our government presupposes and assumes that every citizen shall be a good citizen, and therefore an educated citizen, as education is the development of everything that is good in man. We hear much about reform in politics, but how can this be accomplished without reforming those who fill the public offices—the common people? The only proper place for thorough reform is where it begins with the individual. We must not allow the children of our country to grow up in ignorance, to be injured by vicious associations; for as we sow so shall we reap, and as a child is the first eight or ten years of his life so shall he be through the remainder of his life; statistics prove this. What we do to make a better race of individuals must be done in the child.

The school is the great instrumentality through which this great work is to be done. Not one boy in a hundred under the instruction and influence of a good school would fail to become a good citizen. It is a question of education, of culture, of training, of good influences exerted at the right time and in the right way. The school must, of course, supplement the family, but though it can not do the whole of this work, it can do vastly more than it does.

Of the many millions who vote at every Presidential election there are one million illiterate. There are more ignorant men who cast the ballot in this country than any Presidential majority has been able to reach. Here lies the balance of power. What, then, should we attempt to do in our common schools?

In the first place our common schools are attempting too much. They should attempt less and do more. We should attempt to teach a less number of subjects, and to teach them more thoroughly. The motto in all teaching should be, not how much but how well.

Of course the three R's must be taught. To be able to read well is one of the greatest gifts that civilization has bestowed upon man. Reading is the key to all that wonderful storehouse of learning that is locked up in the books of all the ages.

Next to reading, writing should be taught, for reading and writing are the principal means of the education of mankind. Writing may be so taught as to be a powerful mental discipline. Good writers might be almost universal. All depends upon the method which is employed.

Next in importance is a knowledge of the English language— the ability to use our mother tongue correctly in speaking and writing. Horace Greeley is a memorable example of what may be done with the pen. Language should be taught in connection with every other study, as well as by special language lessons. It is better to know how to spell and write correctly than to know all the rules of grammar.

We attempt to teach the principles of arithmetic too early. It is of vastly more importance that people should know how to transact business and perform their duties as citizens than to know the whole of the principles that underlie mathematics.

We should teach also the history of our country—the facts in our present history. The rapid development of the country increases proportionately the citizen's duties and responsibilities. A child rightly taught in these days knows more than half of us when we were eighteen or twenty years of age. If we teach right, the school education of the child will only be a beginning. His whole subsequent life will be a period of intellectual development and growth, and the education of subsequent years will continue to the end of time, if not throughout eternity.

But the teaching of these branches is not all that is wanted to make good citizens; there is need of a training and education of the habits and morals of the people. A true teacher has the power to inspire the young with noble ideas of life which go on from day to day and from week to week, plodding on and working on with a true appreciation of the work she has undertaken and the results which it is to produce! It should be the aim of the school so to discipline and train the child for his after life as to benefit himself and his fellow citizens. This can be done by putting right influences in operation. Parents can not shirk their share of the responsibility. There are many things that the teacher can not do which the parents should do.

The home should sympathize with the school and the teacher, and should uphold and support them. It is in the parents' power to make the schools just what they ought to be. The child's habits are largely formed while out of school. He will have such a character as his habits develop in him. This whole question of education is a question of habit. Give children such habits of thinking and acting as will result in upright, virtuous character, and they will make good citizens. The very best talent
THE LIBRARY.

NEW BOOKS RECEIVED.


In many of the grammar and high schools of England the older pupils are examined in some portion of the Bible. As the examinations are conducted largely by members of Cambridge University, the University Press has arranged to publish the several books of the Bible in separate portions, with introductions and explanatory notes, since it was found that no such manuals for students were to be had. One man was chosen as general editor of the series, and well known Biblical scholars as special editors. Each manual contains a biographical, historical, and critical introduction, after which follows the text, profusely illustrated and explained by notes. The volume before us contains also four maps—Environs of Jerusalem, Palestine, Galilee, and Sea of Galilee; seven excursus and a copious index. The Introduction contains five chapters on The Gospels, Life of St. Paul, Authenticity of the Gospel, Characteristics of the Gospel; also tables showing the chief Uncial MSS. of the Gospels and genealogy of the Herods.

In this country such books can not, of course, be used in the public schools, but they are no less valuable to students and teachers in denominational and Sunday schools, and to private students of the Holy Scriptures. Judging from this single volume the series must afford a most valuable commentary for the ordinary student. The notes are printed on the same page with the text, are scholarly, full, and fresh in their contents. Discussions of doctrinal points are avoided, but all references, explanations, and translations are furnished to aid the student in arriving at a correct interpretation of the Word.


The publication of this volume has been before announced in these columns, and the work has been commended to all interested (and who is not?) in the care of the eyesight. To teachers particularly is the book one of interest and importance, as it is while under their care that the eyesight of children is usually impaired.

The work presents clearly the conclusions of ophthalmists regarding the care of the eyes, and it is inexcusable in intelligent persons that they so generally disregard such well-known and accepted conclusions. The precepts and injunctions here grouped in a few pages will serve as a constant reminder to the careless and as a guide to the ignorant.

There are chapters treating of the structure of the eye, on light, the forms and properties of lenses, the formation of images in the eye, defective visions of various kinds, the care of the eyes in infancy and childhood and in adult age, and practical hints on spectacles.

Much of the work has a direct and special bearing upon the treatment of the eyes in school, and is thus addressed particularly to teachers.


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The Educational Weekly.
press their own characteristics; and many teachers how to influence for good the young who are under their charge.


The central part of this chart is, in effect, a genealogical as well as chronological table of English sovereigns from William the Conqueror to Victoria. It is quite ingeniously contrived for its purposes. There is not sufficient explanation given; but a little research will show what the figures accompanying the names mean. Thus it will be found that we have here the date of birth and death of each personage of the royal family that forms part of the genealogical chain. The names of husbands and wives are given. The names of occupants of the throne and of their wives or husbands are in red. This part of the chart we can recommend; but it would have been better if the order had been reversed; that is, if William of Normandy had been at the head of the column and Victoria at the foot; the present arrangement is awkward.

Bordering columns of six inches width on each side give important events of the centuries, running along parallel with the genealogical table. Here the awkwardness of the arrangement seriously interferes with the use of the chart. Thus we read in one column, "1700 Second partition treaty. 98. First partition treaty. 97. Peace of Ryswick. 90. Battle of the Boyne."

Now these dates following 1700 are really 1698, 1697, 1690. The selection of events is abundant, and generally suitable; sometimes it seems as if the author had space to fill, sometimes it is quite ingeniously contrived and of his capacity he served Margaret; in

1471 he had not moved to England; the date should be 1474. "1543. Henry [VIII] invades France; defeated at Isle of Wight." The French were defeated near the Isle of Wight in 1545; Henry, not at all.

To come down still later, where accuracy should be easier, we find "1630. Emigration of Pilgrims to New England." Only the emigrants to Plymouth are properly called Pilgrims. "1609. King James’s Bible." 1604 was the beginning of the translation; 1611, the publication; the latter is the date to learn. "1531. King acknowledged as Supreme head of the Church of England." By whom? The official parliamentary declaration of his headship was in 1634, the proper date to be given; it is true that some of the clergy who had offended the king did so address him in a petition in 1531; but this is not a sufficient reason for Mr. Lawney’s statement. What shall we make of such wild statements as these: "1683. Algebra introduced by the Saracens." "1750. Perseverance of Friends." The Quakers were persecuted just about a century before. "1833. Chloroform used as an anaesthetic." Anesthesia was discovered about 1846: Chloroform was first used for that purpose by Dr. J. Y. Simpson in 1847; it was discovered in 1831.

Had Mr. Lawney laid out in these side columns the same conscientious labor that he put on the genealogical table, these sharp criticisms might have been spared. As we have by no means exhausted our list of errors, it will be seen that there is little reliance to be placed on this part of the chart. It ought to be entirely rewritten.

**LITERARY NOTES.**

—The students of the University of Colorado publish a very neat and well edited journal once in two months, called the University Portfolio. This is the institution over which Prof. J. A. Sewall now presides.

—The Contemporary Review for May contains The Gospel of Evolution, by Dr. Elam; International Novelist and Mr. Howells, by Mrs. Sutherland Orr; Dr. Littlede’s “Plain Reasons for Joining the Church of Rome,” by Thomas Arnold, and A Rejoinder, by Dr. Littledale. Daltonism, by William Poole, F. R. S.; Ideas of the Day, by M. A. Doudney; The Eclesian Mysteries, Part I., by Francois Lenormant; Miss Lonsdale on Guy’s Hospital, by Dr. Moxon; and White Wings, Chapters XXIX. to XXXI., by William Black. George Munroe, publisher, New York, Price 20 cents.

—Fortnightly Review.—The Conservative Collapse: A Letter to an Old Conservative; Ernest Reaon, by George Saintbury; Home Rule in Several Countries, by Sir George Campbell, M. P.; Ideal of Feminine Usefulness, by Edith Simcox; An Attempted Philosophy of History, by Leslie Stephen; The Settlement Land Bill, by Lord Wentworth; A Recent Page of Arabic History, by Winfield S. Hunt; The Revolt of the Counties, by William E. Bean; Home and Foreign Affairs; The Trumpet-Major—Chapter XV. to XVIII., by Thomas Hardy.

—Nineteenth Century for May: De Profundis, by Alfred Tennyson; Marc-Aurele, by Ernest Renan; Atheism and the Rights of Man, by W. W. Mallock; Modern English Landscape Painting, by Alfred W. Hunt; Penal Servitude, by the Rt. Hon. Lord Norton; The Ceremonial Use of Flowers: A Sequel, by Miss Agnes Lambri; The Pound of Flesh, by Moncure D. Conway; Agnosticism and Women: A Reply, by Miss J. H. Clapperton; John Donne, by William Minto; The Pinch of Poverty, by James Payn; Irish Absentees, by Henry L. Jephson; On the Nursing Crisis at Grey’s Hospital, (1) by Sir Wm. Gull, Bart., M. D., (2) by Dr. S. O. Habershon, (3) by Alfred G. Henriques; A Conservative View of the Elections, by T. E. Kebbel; Sunrise: A Story of These Times, by William Black, Chapters VI. to IX., New York. George Munroe, publisher; price 20 cents. $1.25 per annum.

—The Art Autograph is a volume of 36 pages, size of the Weekly, published by the Art Intercchange, for the benefit of famine-stricken Ireland. The contents are contributed by the most prominent literary and political personages in this country. They consist of sentiments, more or less extended in their expression, subscribed to by fac similes of the writers’ autographs. In many instances the whole contribution is lithographed, from the original
The Teachers' Journal, has "The Canada Thistle," by Rev. Dr. F. A. Sanborn, Lucy Larcom, Margaret J. Bancroft, R. W. Emerson, and others. The June North Americans maintains the high reputation of that review. Its articles are popular Fallacies, by W. E. Stoughton; Divorces in New England, by Dr. Nathan Allen; McClellan's Last Service to the Republic, Part III, by G. T. Curtis; Has the Southern Pulpit Failed? by Rev. Dr. F. A. Shoup. Castel at West Point, by Prof. P. S. Michele; Some Interesting Publications, by M. W. Hazeltine.

The Journal of Speculative Philosophy for April contains the following articles: Schelling on Natural Science, translated by Ella S. Morgan; Kant's Anthropology, translated by A. E. Kroeger; Herrman Grimm on Raphael and Michael Angelo, translated by Ida M. Elliot; The Science of Education, paraphrased by Anna C. Brackett; Ars Poetica et Humana, by John Albee; The Psychology of Dreams, by Julia H. Gallwey; Laws of Creation—Ultimate Science, by Theron Gray; Educational Psychology, (Outlines), by the Editor; Notes and Discussions; Book Notices. Edited by Wm. T. Harris, Box 3390, St. Louis, Mo. Published quarterly at three dollars per volume.

Good Company, Number Nine, has its usual full complement of stories. Lord Beaconsfield's recent defeat at the polls leads special interest to Mr. Geo. M. Towle's graphic sketch of his career, which gives much readable information about the late premier. "Science in High Latitudes" has also a particular timely interest in connection with the Howe gate Arctic expedition, for which preparations are now going forward. It is by S. J. Douglas, author of several previous papers on similar topics in this magazine. "Country Schools and State Needs," by W. M. Bicknell, urges the want of an elevening and energizing influence from a central state board in country schools. President Bascom of Madison, Wis., University, talks about names; Octave Thanet has "The Canada Thistle" and there is a sketch entitled "A French Home." In the Editor's Table there is an assault on that growing public nuisance, the system of feeding servants, a graft from foreign toadism not wanted in this country.

Prof. J. U. Barnard, teacher of Elocution in the State Normal School at Kirksville, Mo., has published an Outline of Elocution, containing a brief statement and explanation of the principles of elocution, together with an outline of method of teaching reading, for use in private classes, institutes, and the public schools. Price 20 cents.

Again The Nursery is improved for use in schools, by the consolidation with it of The Child's Monthly, the most prominent features of which will be embodied in The Nursery. This beautiful little magazine furnishes the choicest and most beautifully illustrated reading matter for young children.

Jansen, McClurg & Co. announce a new and cheaper edition of Ingerolf and More, by Prof. S. T. Curtis, D. D. The new book will sell for one dollar. It will be printed from the same plates.

The June Atlantic continues Mr. Howells's "Undiscovered Country" and Mr. Aldrich's "Stillwater Tragedy." The articles of political interest include a letter from an "Old War Horse to a Young Politician," and a careful paper on "The Political Attitude of the South." Edward Atkinson, of Boston, writes forcibly of "The Unlearned Professions." Dr. Angell contributes another interesting series of "Records of W. M. Hunt. Prof. Shaler, of Harvard University, discusses the "Future of Precious Metal Mining in the United States." Mark Twain reports an amusing "Telephonic Conversation." Another chapter of Reminiscences of the Jackson Administration is given. Richard Grant White contributes a criticism apropos of Furness's King Lear. Poems are given from Mr. Longfellow, Miss C. F. Bates, Edgar Fawcett, and others; and the Contributor's Club concludes a thoroughly good number of this magazine. It bears the imprint of HOUGHTON, MIFFLIN & Co., successors to Houghton, Osgood & Co.

The Popular Science Monthly for June contains: The Classes that Educate Us, Paul R. Shipman; Hysteria and Demonism, Dr. Charles Richet; The Crossing of the Human Races, A. de Quatrefages; Recent Geographical Exploration, Chief Justice Dayly; Dress in Relation to Health, Benjamin H. Gould; The Romance of the Rocks; Studies in Experimental Geology, Stansall Menier; Views of Primitive Marriage, Lorimer Fison; Goethe's Farbenlehre, Prof. John Tyndall, F. R. S.; How Animals Eat, Herman I. Fairchild; About Carpenters, Maurice Maurice; The Availability of Energy, W. D. Miller; The Infectious and Contagious Diseases of Children, Dr. Delpch; The Rate of Animal Development, J. W. Slater; Artificial Diamonds; Sketch of Otto Wilhelm Struve, Prof. Simon Newcomb, (With Portrait); Editor's Table; Literary Notices; Popular Miscellany; Notes.

ITEMS.

Mr. B. M. Hargrave, of Grosville & Hargrave, Dubuque, Ia., has sailed for Europe. Horsford's Acid Phosphate is especially serviceable in dyspepsia and all diseases following therefrom.

Principal John K. Failing, of Oakland, Ill., writes: "The Dictionary Holder came yesterday and went into immediate use. It is very satisfactory!"

J. H. Bufford's Sons, of Boston, have opened a branch store in New York, at No. 39 Ann Street. This house is growing in popularity.

Prang's "Illustrations of the History of Art" are complete, so far as the pictorial part is concerned, in five folio volumes, which contain over 2,000 woodcuts depicting the development of the fine arts in all ages.

The Readers' and Writers' Economy Co. have just brought out a work-charm or vest-pocket stylographic pen called "Little Giant." It is claimed to have superior merits. A stylographic "shading pen" is announced to be ready soon.

Three new books have just been published by D. Appleton & Co.: Rhode Island Broughton's novel, "Second Thoughts," "Stray Moments with Thackeray," by W. H. Riding, and Dr. E. Guttman's "Watering Places and Mineral Springs of Germany, Austria, and, Switzerland."

George L. Lamphere has compiled a volume entitled "United States Government, its Organization and Practical Workings," designed to bring together much information respecting the formation, duties, and powers of the Government which can not be found elsewhere. It is published by J. B. Lippincott & Co.

Rev. H. H. Hudson has prepared a new edition of Shakespeare, the first two volumes of which Messrs. Ginn & Heath have nearly ready. The whole will consist of twenty volumes, and will be issued at the rate of one or more a month until the edition is completed.

The Teachers' Journal, which has been missed from our exchanges for some time, now hail from Pittston, Pa. It is somewhat changed in size and make-up, as well as editorial management. The editor's name is concealed, but an array of good names heads the editorial page as "corresponding editors." We have always regarded this as one of the brightest of our exchanges.

The Western Printer and Stationer says:

"Nothing in the shape of a specialty has made so many friends, and found so many customers in so short a time, as Noyes' Dictionary Holder. The holder has found its way into every part of the country, and will go into every quarter of the globe in time. Its success is due to its merits of simplicity, convenience, and durability.

Orders are promptly filled by S. R. Winchell & Co., on receipt of price, $2.

God has laid upon us many severe trials in this world; but he has created labor for us, and all is compensated. Thanks to labor, the bitterest tears are dried; a serious consoler, it always promises less than it bestows; a pleasure unparalleled, it is always present, and the temporal enjoyment it produces. Have I said enough? No; for these privileges of labor, we must add a greater yet: that it is like the sun—God has made it for the whole world. —E. Legoue.
RECREATIONS IN BIOLOGY.—VI.

AMESBIE.

Prof. S. Calvin, Iowa State University.

If we would realize what an animal actually is when reduced to the last stage of simplicity, we must find out and study the Amoebe. Not that I mean to say that Amoebe is the simplest of known animals,—so long as Haeckel and his Moners are prepared to demolish any such claim I dare hardly affirm that,—but Amoebe is the nearest approach to absolute simplicity that we are liable to find in our fresh waters, and, after all, it falls but very little short of the extreme limit. Amoebe are likely to occur in any situation where microscopic life can thrive; the ponds and streams constitute the principal source from which supplies can be collected, but they are frequently found in damp earth, and they have even been known to occupy moist, mossy places on old roofs. They are liable, then, to be found anywhere, and yet, when they are most wanted, they may be searched for without success. In looking for Amoebe, however, as in everything else, experience counts for something. Dr. Leidy may not find it necessary to go beyond the moist earth in the chinks of his own door step to find them in abundance; the teacher, who starts in search of specimens for the first time, must be prepared to search both longer and farther.

My first Amoebe of this year were found in a small vial that originally contained an alga of some kind, and had been standing, unnoticed and neglected, in the window for several weeks. When first discovered they were present in great force; scores of them could be secured at a single dip. Specimens were afterward found in a number of vials that had stood for a shorter period, and, for some time past, I have found them more or less abundant in all fresh collections. Algae may be brought home and examined with fair promise of success. If the alga looks brown and dirty and supports a multitude of diatoms, success is all the more certain. The soft mud at the bottom of ponds and the slime from stems and leaves of the higher aquatic plants are worthy of careful search.

For the purpose of examining collections in which you suspect Amoebe may be present, a magnifying power of 150 to 200 diameters is desirable. A small quantity of the material may be spread on a slide and covered in the usual manner. Irregular-shaped, light, granular patches, that may come into view under the instrument, should receive special attention. If you find them exhibiting an indescribable, sluggish, flowing movement, accompanied with a continual change of shape, you may feel assured that Amoebe, in all his simplicity, stands revealed. The specimens found throughout the upper Mississippi valley will, almost certainly, be small, so that a power of three or four hundred diameters will be desirable in exhibiting them to classes. Dr. Leidy notices the scarcity of Amoebe in limestone regions, and, so far as I know, our northwestern states, with their underlying limestones and waters more or less charged with the lime carbonate, support very few of the larger forms. But the smaller ones are sufficiently interesting and will well repay our efforts to procure and study them. In Amoebe we have to deal with a little bleb of protoplasm, pure and simple. We have living matter in its primal, unmodified condition. There is not even the cilia and permanent mouth that were so conspicuous in Paramecium and Stentor. Amoebe is, not only, like Paramecium and Stentor, equivalent to just one cell, but it is almost an absolutely unmodified cell leading an independent life. If an epithelial cell could detach itself from its fellows and start off on a career of its own, creeping about and eating and growing and multiplying by division, it might make a very respectable sort of Amoebe.

The Amoebe, when free from food particles, is almost colorless. It is perfectly transparent, except that the protoplasm in the interior of the body contains a large number of scattered, denser, darkish granules. The surface of the body is occupied by a thin layer of protoplasm from which the granules seem to be absent. When the creature moves you will observe that the outer layer is first pushed forward and then the inner, granular portion pours after it with a motion that resembles nothing else so much as the flowing of a drop of liquid that has overcome some trifling barrier and must readjust its particles to restore equilibrium. One of the peculiarities of Amoebe is its constantly changing shape accompanied with the formation of blunt, finger-like processes known as pseudopods. When on its travels, the pseudopods are formed principally from the anterior part of the body. Occasionally you will see an individual in which one broad pseudopod spreads out in one direction, another part starts, perhaps, in the peculiarities of Amoebe, is the near approach to absolute simplicity that we are likely to find in our fresh waters, and, after all, it falls but very little short of the extreme limit. Amoebe are likely to occur in any situation where microscopic life can thrive; the ponds and streams constitute the principal source from which supplies can be collected, but they are frequently found in damp earth, and they have even been known to occupy moist, mossy places on old roofs. They are liable, then, to be found anywhere, and yet, when they are most wanted, they may be searched for without success. In looking for Amoebe, however, as in everything else, experience counts for something. Dr. Leidy may not find it necessary to go beyond the moist earth in the chinks of his own door step to find them in abundance; the teacher, who starts in search of specimens for the first time, must be prepared to search both longer and farther.

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The Educational Weekly.

[June 3, 1880]

vaccine, that collapses and reappears with more or less regularity. Some writers describe the opening and closing of this vacuole as rhythmic, but a review of notes of operations shows that the times are too irregular to justify such qualification. From the full expansion of the vacuole till the next collapse, the time varies from less than a minute and a half to more than six minutes.

Reproduction is effected, as is usual among these humble creatures, by repeated self-divisions, but the process is not likely to be observed.

If a small quantity of magenta solution be run in under the cover glass, the animal being kept in sight the while, you will observe a gradual suspension of activity, the creature gradually assuming a spherical form and becoming more or less deeply tinged with the staining fluid. A darker, denser, more deeply stained nucleus will now be visible. If, in place of magenta, we use a one per cent solution of glacial acetic acid, which may be run in in the usual way by touching the tip of a camels' hair pencil that has been dipped in the liquid, to one edge of the cover glass and applying a bit of blotting paper to the opposite edge, there will be noticed a wonderful commotion for an instant in the granular protoplasm, but all other motion is soon checked and the animal is killed and fixed without undergoing much change in outline. This process also develops the dense, granular nucleus.*

Amoeba has many relations in the ponds, but he is not without representatives of very great interest in situations where we would be least likely to expect them. A drop of blood may be drawn from the finger, and if examined, when fresh, under a sufficient magnifying power, we will see, among the multitudes of corpuscles, a number of pale granular specks resembling small Amoebas, and a little watching will develop the fact that the resemblance is more than superficial. The granular interior is seen to be in motion, and the specks, undergoing constant change of shape, go sliding about on the stage with the unmistakable movement that characterizes the simplest condition of protoplasm. We have before us the much-talked-of white blood-corpuscles, and we soon reach the conclusion, that, even in the tissues of the highest organisms, there are abundant examples of individual cells leading an independent life. These white blood-corpuscles may be fed, and more than one observer has recorded the fact that, when they have opportunity, they do not hesitate to swallow their red associates. Snip off the big claw of the cray-fish and examine a drop of the watery looking blood that flows from the wound. There are no red corpuscles, but white ones are numerous and large and exhibit the ameboïd movements in remarkable perfection. The blood of the snail or fresh-water clam will be found to contain similar, active, independent corpuscles. The simpler tissues, as epithelium, seem to be made up of an aggregation of white corpuscles which have surrendered their independent movements that they might devote their energies with special success to something else. The study of embryonic development shows that the most complex tissues originate in cells that cannot be distinguished from the active cells of the blood, and so they rise to the generalization that the most perfect organism is, in all its parts, a mere compound colony of organic units each one of which originally differs but little from our simple Amoeba.

HOW TO REFORM THE SCHOOLS.

There is a cry abroad in the land for a reform in the public schools. True, much of the howling about abuses is senseless and idiotic, but even this is better than the deadness of apathy. The following suggestions are offered for the benefit of "reformers" who are burning to distinguish themselves by a raid on the schools.

1. Don't go to the Legislature with a bill.

There are some things that even legislatures cannot do: They cannot make people temperate, virtuous, or industrious. They cannot legislate about what people shall eat, drink, or wear; nor about what they shall say, or how they shall think. For those pseudo-reformers whose panacea is "law," a study of Herbert Spencer and John Stuart Mill is recommended as a specific remedy.

2. Begin by reforming the school in your own district.

The loudest grumblers about the failure of our public schools are those who never visit one, and who know nothing about them except from hearsay. See that your trustees employ a good teacher. Visit the school and suggest to the teacher some of your "reforms." Look after the school library. Talk to the children. Get your neighbor to visit the school. Are you a granger? Suggest to the teacher a course of oral instruction on things relating to farming, horticulture, and botany. Start a school cabinet of minerals, woods, grains, pressed flowers, etc. Help the teacher to ornament the school-room with pictures. Question your own children about what they are doing in school.

Many country schools are almost worthless on account of the utter indifference of "reformers."

No school can be made to rise very high above the average culture of the community which enforces it.

There is a country district in this state where a "normal graduate" taught once on a time. A "trustee" visited him one day as he was giving an exercise on "vowel sounds." The trustee didn't like the method. It was a new-fangled notion. It wasn't the way he had been "brought up." So he waxed wroth, took off his coat and dared the pedagogue to come outside and fight it out. He was a "reformer," willing to fight for the faith that was in him.

3. See that your neighbors elect the best men in the district for trustees.

If you take no interest in the annual school election, the legislature cannot prevent the election of incompetent officers. If you are wild with "reform," run for the office yourself.

4. Try to keep a good teacher when you get one.

5. Offer a fair salary and the chances are that you will get and keep a competent teacher.

If you have to employ a teacher without experience, engage one that has had a full course of normal school training. *Verbs. sap. sat.

6. Don't expect to reform schools by abolishing text-books.

They are necessary evils. Good text-books rank next in value to good teachers. The Chinese have had a uniform series of text-books unchanged for 3000 years.

Are their schools better than ours? If you believe that the school books in use are worthless, go to work and make something better.

If you are an old red sandstone fossil, and have never examined a school book during the last thirty years, you undoubtedly believe that there is nothing better than Webster's Speller; that in Murray's Grammar, the art of writing culminated; that Pike's Arithmetic is the best the world ever saw; and that Morse's

* For a discussion of the properties of protoplasm deduced from the study of Amoeba and tissues of higher animals, the reader is referred to the introduction to "A Text Book of Physiology," by M. Foster, M. D.
Geography, A. D. 1807, is better than modern trash. The Chinaman does better: he believes in books republished B.C. 1500.

7. Don't imagine that you, or the teachers, or the legislature, or reformers, can overrule the laws of hereditary descent, and make all children good scholars, or industrious, temperate, frugal, law-abiding citizens.

You believe, perhaps, that it is the duty of the State to teach every boy a trade, and then find him employment. This comes down to you from a past age when men believed that kings were gods; or you believe in curtailing the studies in school to reading, writing, arithmetic, and geography.

You will find the hard common sense of the American people is stronger than your conservatism.

Neither you, nor President Eliot of Harvard, with his imitators, nor the enemies of free schools, nor the friends of religious schools, can stem the mighty current that has set in for free higher education, and for technical and industrial education.

The instincts of the masses are sound. —John Swett.

**MATHEMATICAL DEPARTMENT.**

**David Kirk,** Editor, Jackson, Minn.

**RATIO AND PROPORTION.**

**Ratio** is the relation of one quantity to another of the same kind, expressed by the quotient obtained by dividing one by the other. To say that one line is two inches longer than another, gives no idea of the relative length of the lines. If the numerical representative of one line divided by the number expressing the other is 3 or some other known number, we know the relative length of the lines. It is important then, in defining ratio, to say that it is obtained by division.

The English mathematicians generally regard the antecedent the dividend, and the consequent the divisor, while the French regard the consequent as the dividend.

Either way strictly followed is right, but the former seems to us to be the more natural and convenient, though the mathematical dictionary of Davies and Peck gives four reasons why the latter is the better, and says that these considerations leave no room for the adoption of a contrary definition. One consideration in favor of regarding the antecedent as the dividend is the fact that it comes first in the couplet, and the dividend comes first in an expression indicating division, and is mentioned first. In the expression 6−3, by erasing the line between the dos, we obtain the sign of ratio. As it is necessary in either view of ratio, to define inverse ratio, why not regard the four cases before alluded to as examples of inverse ratio?

There is no good reason why the terms arithmetical and geometrical should be applied to ratio and proportion, as both belong alike to arithmetic and geometry. Indeed, arithmetical ratio, so called, is not ratio at all. There is a use of the word proportion which, strictly speaking, is wrong. For instance, we hear it said of a man that he is strong in proportion to his size. Here there are but two things considered, strength and size, while four are required to form a proportion. True, strength and size may seem to be unlike and therefore without a ratio, yet the mind has no difficulty in assuming a ratio between them, and it would therefore be better to say that a man is strong in the ratio of his size, meaning his strength divided by his size.

Some authors give a rule for solving examples in proportion, known as the "cause and effect rule." This is not a good rule to present in an arithmetic, because the distinction between cause and effect is not always readily seen in this connection. And it is evidently better to arrange the terms with reference to the nature of the ratios as determined by the conditions of the question.

The third term is the same as the fourth in kind, and with it will form a ratio greater or less than 1. Arrange the other two terms so that they will form the same kind of a ratio as the third and fourth. If the second term of the second couplet, is greater than the first term in said couplet, the second term of the first will be greater than the first term. It should be made clear to pupils that in compound proportion, each pair of like terms must be arranged as if there were no others. One simple proportion in a compound proportion may require the answer to be less than the third term; another may require the answer to be greater, but whether the answer will be greater or less than the third term, we cannot always determine, till we get through.

The "rule of three" does not hold the important place in arithmetic that it once did, because pupils are now taught to solve examples by analysis, according to the methods taught in intellectual arithmetic.

It is good plan to present a proportion in all the ways that it can be written, as follows: Let us write 2:4::3:6.

Alternating

2 : 3 : 4 : 6

Transposing couplets in (1)

3 : 6 : 2 : 4

Alternating in (3)

3 : 2 : 6 : 4

Transposing and inverting in (4)

4 : 6 : 2 : 3

Alternating in (5)

4 : 2 : 6 : 3

Inverting in (6)

6 : 4 : 3 : 2

Alternating in (7)

6 : 3 : 4 : 2

These numbers can be written in 16 other different arrangements, but there can be but 8 true proportions made from them.

The simplest test of proportionality is making the product of the means equal to the product of the extremes, but the proportion may be tested by finding whether the ratios are equal.

In algebra, it is sometimes better to convert a proportion into an equation by making the ratios equal. Much more might be written on this subject.

**DIRECTION OF A PLUMB LINE.**

In the Weekly for April 8, in reply to the query, "Why does the plumb-line not point to the center of the earth?" Rev. Wm. Isaac Loomis gives this answer: "Because it points to the center of the circle of latitude at which it is suspended in a line perpendicular to the earth's axis."

Even if this statement were true, it is no answer to the question; but the statement is absurd. If it were true, the position of the plumb-line in very high latitudes would be almost horizontal. The statement will hold true for places on the equator, but for no others.

It is observed to be a fact that the direction of the plumb-line is toward a point away from the earth's center and in the same hemisphere as the place of observation, except at the equator, where it points to the center; it would also point to the center if suspended at either pole.

On p. 85 of Ray's Elements of Astronomy, is found a good explanation of one of the causes of the variation of the plumb-line: viz., the oblateness of the earth; but if the earth were a perfect sphere the variation would be the same as now, but less in degree.

The tangential force generated by the earth's revolution tends to throw all bodies from the surface in lines tangent to the parallels of latitude, and hence in planes perpendicular to the axis. At the equator, this tangential force, acting on any given mass of matter, amounts to about 1,590 of its weight; and it may be shown by computation that were the earth to revolve on its axis a little more than 17 times as fast as it now does, bodies on the equator would have no weight.

Now, supposing the earth to be a perfect sphere, at the poles the plummet would point to the center, because at those points there is no tangential force; also at the equator the same would be true, for there the plumb-line lies in the plane in which the tangential force acts, hence the only effect would be to make the plummet lighter. At any point be tween the poles and equator, as at A, were the earth at rest, the line would point to the center, but the tangential force tends to throw the plummet off in the direction BD, and so changes the direction of the line to BE.

**Silas Y. Gillan.**

**COMPound INTEREST.**

The rule given in the last *Weekly* by Prof. J. E. Hendricks may be demonstrated as follows: Let a = any principal; $r$ any number of years, and $p$ any rate per cent. Also let $a =$ amount; then the common formula will read, $a=p(1+r)^{n}$. In order to find instantaneous compound interest, this formula must be modified thus: Let the year be divided into $n$ intervals; the rate will also be divided into $n$ parts, and the formula will become $a\equiv p(1+\frac{r^*}{n})^{nt}$.

And, $\log a = \log p + nrt \log (1+\frac{r^*}{n})$.
The almost universal custom of a whole 2n to the board, and he will tell both. Practice the child in finding <;lelighting by a wit:

stronger appeal was made for some member of the class to if a child is ready for a new word, and feels the need of that little teaching—ah—very little

...may hold up a box and a pencil and write the noun on the board hend what they say—they are talking metaphysics."

Letting n= infinity, all the terms containing n will disappear, and we get for the final formula, \( \log a = \log p + n \cdot \log \pi 

SOLUTIONS.

1. Contents of segments of oblate spheroid are 16245.3393 feet. Formula is \( \pi (2a-2b) \).

2. Required parts of spherical triangle are Side \( AC = 5^\circ 30' 45'' \); Side \( BC = 5^\circ 37' 59'' \); Angle at \( C = 105^\circ 37' 59'' \).

3. The reversed series has for the denominators of its coefficients 6, 120, 5040, 362880, etc.

W. A. Crusinberry.

For convenience, only the denominators are given in the last answer; and to show the law of continuation, they may be written thus: 2, 3, 2, 3, 2, 3, 5, 6, 7, etc.

A solution of a problem by Frank Mathews is all right, but the text-book allows only one unknown quantity to be used at this stage.

BOSTON SCHOOL GOSSIP.

PROF. PARKER ON LEARNING TO READ.

ROF. PARKER opened his second lecture on teaching by making the very agreeable statement to his auditors—the Boston public school teachers—that he had heard a good deal of talk in the school-rooms of Boston but that he had seen "very little teaching—ah—very little teaching." This had the effect of putting The Defiant in a very pleasant and receptive humor.

Professor Parker then put the word "dog" upon the board and asked what it suggested to his auditors; no one answering, a stronger appeal was made for some member of the class to tell what was suggested to the mind, through the eye, by that very suggestive word. Sombody mockingly answered "hydrophobia"—the thermometer was up to ninety. Here followed a great deal of talk about mental pictures and association of ideas and the like which strongly reminds one of metaphysics as illustrated by a wit: "When two people are talking about something which neither of them understands, and none of their hearers comprehend what they say—they are talking metaphysics."

A great deal of what is called word drill is more than useless; if a child is ready for a new word, and feels the need of that word, he will not forget what it is if told once. So the teacher may hold up a box and a pencil and write the noun on the board asking the child what is held in the hand and what is written on the board, and he will tell both. Practice the child in finding the object for you as you point to the word; nearly every word in the language can be taught objectively. The child knows the nursery rhymes before he goes to school, the words of which can be made delightful reading lessons, but, never let a child read a sentence aloud until he has grasped the thought. "The Defiant" would like to know how the teacher is to know beyond a doubt when eighty children have grasped the thought in any little sentence placed before them.

There is nothing in this principle or method of teaching reading that differs from that by which a child learns to talk. Every school-room should have a cabinet of toys, stuffed birds, and animals which can be resorted to by the teacher with ever increasing delight to the children—the doors not being of glass, so that every lesson brings a surprise or treat of some kind. Make teaching a conversation between yourself and the child. It is a great pity that little lessons on plant life have to be omitted because the course requires so much "reading."

Some of the teachers could tell of appeals to those who mark out these courses—something like this: "Not one child in twenty can do that work in the required time." "Well, do just as much as possible for it looks well in the course of study; we should stand very poorly compared with other 'courses' if we put these things all down to 'possibles.'"

If Prof. Parker can reform such practices in high places, the teachers will owe him deep gratitude and forgive him much that is unkind in his manner; not even "The Defiant" would accuse him of any error of heart, but hearts will sometimes get judged by manners.

CONTR. THE PRESS.

BOOK STUDY OF ELEMENTARY SCIENCE.

It is clear that children cannot at first grasp generalizations; and to begin by giving them general principles, and making them learn lessons embodying the results and outcome of scientific thought, is a fundamental educational mistake. They should begin with the simple, the concrete, the familiar, and be very gradually and very slowly led on to combinations of ideas and the perception of simple relations; and only in the higher stages of mental growth should they be taught with those highest products of science—system, exactness, and abstraction. Knowledge may be put into a child's mind wrong end foremost, so to speak, and so to disturb and paralyze its faculties, rather than to favor their natural and healthy growth. The first step in the scientific education of children ought not to be an abrupt transition from their intercourse with the natural objects around them to lesson-learning from books; it should be simply to direct and guide them in making observations. The process should be continuous with their unguided and spontaneous activities, and stimulated by the cultivation of curiosity. Play may run into simple experiments under such careful management as not to create weariness or distraction for this kind of effort.—PROF. E. L. Youngs, in Popular Science Monthly.

AN IMPROPER SCHOOL CUSTOM.—The almost universal custom of a whole class of school-children thrusting out their hands, snapping their fingers, and resolving themselves into a mob at every mistake in reading and recitation, would be tolerated nowhere in a civilized community outside a school-room. No better expedient could be devised to frighten the timid, exasperate the quick-tempered, and paralyze the spirit of all but the stoutest-hearted child in the recitation-room. It stimulates the critical spirit into the public nuisances of an intolerable scolding at all human beings. But it is utterly opposed to the true spirit of the school-room, which ought to be a spirit of helpfulness, forbearance, and encouragement to the slow and timid and feeble-minded. There are surely good ways enough of holding the attention of a class, or correcting the errors of a recitation, without tolerating a habit so disagreeable to the lookers-on and so destructive of good manners and Christian courtesy among children.—N. E. Journal of Education.

A mile and three-quarters to the ferry, and more than two miles from the landing on the other side to the depot. "Do you think you can get there in time?" was my anxious inquiry. "I've got to get there, ma'am," was Jehu's grim response, in a tone that left not the shadow of doubt on my mind that he would do it. Among the numerous other classifications of the people of this world that might be made, is the one of people who set out with the idea that things have got to be done, and the people who never see how they can be done. So the moment I felt that my driver acknowledged a "got to" in the premises, I knew I was safe, and settled myself into a corner with as great a sense of security as if I had hours instead of minutes to draw upon. My confidence was not misplaced. When I had purchased my ticket and taken my seat in the car I had one minute and a half at my disposal. I invested it in speculations on the effect of railroad travel upon individual character. To dawdlers and people who have no sense of time—a large class—the discipline must be invaluable; at least it would be if the necessity for promptness at the station could be converted into a habit of promptness. It is not the people who refuse to do things that try one's soul, but those obliging, well-intentioned persons so ready to promise, so slow to perform—the great army of undependables by whom the best interests of humanity and of individuals are forever betrayed. I know of no plainer epithet that one could earn than to have it said of him after he was gone, \( \text{He never disappointed a reasonable expectation. — Celia Burleigh, in Women's Journal.} \)
THE STATES.

NEBRASKA.—Graduating exercises will take place at the State Normal School, Peru, June 16, at nine A.M. Meeting of the alumni at seven P.M.

MINNESOTA.—Prof. Phelps was re-elected superintendent of the Winona public schools by acclamation at the last meeting of the board.

At the last meeting of the University Regents, Regent Sibley offered the following, embodying the views of President Folwell upon the question of professorship. No action was taken:

1. Professors shall be elected and commissioned to serve during good behavior and efficiency; provided that the term of office of any professor may be terminated at the close of any academic year, upon six month's prior notice from the Board of Regents.
2. Assistant professors shall be elected for the term of one year.
3. Instructors and other employees shall be appointed for terms not longer than one year.
4. Any officer or employee whatever may at any time be summarily removed from office or employment for what shall be deemed by the Board of Regents misbehavior in office, immorality, or neglect of duty after a hearing before the board.

He also presented the following relative to the College of Agriculture:

In regard to the College of Agriculture the facts are:

1. That in Minnesota, as in all other states, the number of young persons desiring instruction in scientific agriculture is very small. The sons of farmers in large numbers resort to the high schools and colleges, but not to learn agriculture.
2. Instruction in science applied to agriculture if properly exemplified and illustrated by means of experimental farms, plant houses, stocks of domestic animals, gardens, orchards, and a full assortment of tools and implements is very costly.
3. The United States government in 1862 donated large tracts of public land to endow colleges for the benefit of agriculture and the mechanical arts.

The statute has been variously construed:

(a) By some as intended to endow colleges for farmers, i.e., schools of general education, to be attended by the sons and daughters of farmers, who should thus be isolated from those influences which other colleges may exert in taking the farmers' sons from the farms.
(b) By some as schools of science, open to all classes who desire a scientific education in a classical education. The United States Bureau of Education seems to have adopted this view.

(c) By others as conferring a university endowment. This view is perhaps confined to the few who fully understand the men and means by which the legislation was secured. The statute, section 4, last page, clearly supports this third construction. The endowment is for:

1. Colleges (which),
2. Not excluding other scientific and classical studies,
3. And including military tactics,
4. Shall teach as their leading object
5. Such branches of learning
6. As are related to agriculture and the mechanical arts.
7. To promote the liberal and practical education
8. Of the industrial classes.
9. In the several pursuits and professions of life.

The following opinion has been held as to whether the state has a right to execute this law, educating liberally and practically for the several pursuits and professions of life, by teaching branches of learning, excluding no studies, whether scientific or classical, is nothing less than a University.

The view of the law is the vague feeling of some farmers that the college provided for should, in some special sense, by wholly agricultural—a technical school of agriculture, in which the actual processes of the field, the dairy, the garden, the orchard and the stable shall be taught. In view of these facts there are open to the board of regents the following courses:

1. To say squarely to the industrial classes that their patronage does not warrant the great expense of maintaining the college as an independent member of a university federation, but that the requirements of the law will be fully met and discharged in the general scientific, classical, and literary departments of the university. This course is honest but not politic.
2. To keep up the idea of a college on paper, engage a Professor of Agriculture, but employ him as a teacher in general science. This course is dishonest though practicable.
3. To employ as a full professor the most competent possible, and occupy him as follows:
   1. In giving instruction in agricultural speculation to such students as may apply
   2. To conduct experiments upon a scale suitable to the age and wants of the state, and always with strict economy
   3. To lecture, as opportunity should offer, before societies
   4. To build up a museum of implements and products as means could be afforded
   5. To manage in each year a winter lecture course or institute for practical farmers
   6. To be custodian of all the grounds and buildings, and to attend to repairs and improvements
   7. When not otherwise employed as above to assist in scientific instruction

This third course is honest and practical, therefore politic.

MICHIGAN.—The WEEKLY has received from the office of State Supt. Gower Circulars 5 and 7, the first addressed to township superintendents of schools, and the second to township boards of school inspectors and school district officers. Both are valuable for preservation to any one engaged in the public schools, the latter particularly, as it contains the list of books for township and district libraries furnished by the State Board of Education.

At the last meeting of the State Teachers' Association it was voted "that a committee of three be appointed to prepare a plan of exhibits at the state and county fairs and report the same as soon as convenient to such schools as desire to make such exhibit." C. A. Gower, Frank Pussy, and I. W. Morley were appointed such committee. At the request of a special committee from the executive committee of the State Agricultural Society they have prepared a schedule of general directions and a premium list, which has also been published and sent to school superintendents and others interested. It was not thought best to make any recommendation with reference to exhibition at county fairs for this year, as there exists no county school authority of any kind in the state.

A "Veteran" writes from Lansing to the Allagau Journal speaking in high praise of the efficiency and prosperity of the work done by the department of education at Lansing. Supt. Gower and his deputy, Mr. Smith, are evidently doing a thorough work and materially strengthening the educational sentiment throughout the state.

A Township Superintendent is elected in each township for a term of one year; compensation, $2 per day; examines teachers, grants, and when necessary, revokes or suspends certificates; visits schools; advises teachers and school officers; makes annual reports to the Superintendent of Public Instruction; is Chairman of the Township Board of School Inspectors.

The Township Board of Inspectors consists of the Township Superintendent, the Township Clerk, and one elected School Inspector; organizes school districts, changes the boundaries of the same when necessary; locates sites for school houses on failure of districts to agree; and may appoint additional officers of various kinds: levy for school purposes is derived from the Board of Education.

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The Brodhead Independent says:

Prof. D. Gray Purman, for the past three years an examiner in the Patent Office, Washington, D. C., is in poor health, the result of overwork. He has been compelled to vacate his position for the time being and will seek for rest and recreation at his native place, Waynesburg, Pa. We trust he will speedily be restored to full health and strength.

The River Falls Press of May 20 contains an extended sketch of the new public school house to be constructed there. It also gives an interesting history of the old Academy which has given way to the new building. The whole was written by Allen P. Wold.

ILLINOIS.-Here are some elections for the coming year: Danville, Sept. Layne, and Phi, of high school, F. W. Tracy; Buda, R. S. Hill; Chatham, M. B. Garber; El Paso (east side), J. Evans; Forreston, Mr. Cooper; Gardner, James M. Harper; New Berlin, E. O. Humphreys; Osceola, Joseph F. Lyon; Savannah, J. L. Wright; Barry, J. L. Hartwell. We mention the following c-elections: Pittsfield, Prof. Portis; Hampton, W. C. Smith; Oneida, M. Graham; Carlin, D. S. Elliott; Champaign, Mr. Betzer; Astoria, E. R. Boyer; Einwood, J. M. Crow; Sullivan, Dr. Cokenower; Morris, L. T. Regan; Minook, L. C. Dougherty; Clinton, N. D. Gilbert; Lincoln, Mr. Bromfield; Farmer City, L. P. Brigham; Bement, T. C. Clendenen; Sperland, C. R. Cross; Meredith, Joseph Harker; Shelbyville, C. L. Howard; Auburn, J. W. Lonedermilk.

Decatur institute proposes to avoid the usual cram for examination by putting the time of the session upon only as much of the various subjects as can be thoroughly discussed and mastered. No attempt will be made to cover the whole ground of any of the studies.

Dr. Allyn, of Carbondale, is to deliver the commencement address at Sparta, Ill., June 25.

Principal Burns sends us the catalog of the high school at Sparta, and we are glad to recognize in the list many standard works in history, fiction, and poetry; but not one that is not appropriate to place before the young. Besides purchasing this catalog, the students have during the last two years raised money enough to buy an organ and to embellish their room with pictures.

Principal Habell, of Neponset, has closed a very successful year's work. He will doubtless remain at this place until some large town learns his worth and calls him thither.

The Third Ward, Sterling, graduates two boys to one girl this year. Bro. Piper is the man to tell us how to secure a larger proportion of male graduates.

Heyworth is criticizing the school board for employing a profane janitor. Readiness to work for low wages should not be the only qualification of a janitor.

The storm of May 20 made quite a panic in the Carbondale Normal University. One of the large gothic windows, with its many panes of glass, was blown into the assembly room and made havoc with the seats. The students received no injuries except cuts and bruises from flying pieces of glass and other debris.

Dr. W. H. H. Adams, President of the Illinois Wesleyan University, Bloomington, has tendered his resignation, to take effect at the close of this year.

The Illinois State Normal University held its annual commencement May 27. We give below the names of the class with the subjects of their papers:

James W. Adams, The Material and the Ideal; Lilie M. Brown, Superstitions; Herbert McNulta, The Weakness and the Strength of a Republic; Grace N. Weeks, The World's Progress the Result of Effort; Alpheus A. Dillon, Meekness a Power; James M. Harper, Our Republic; Mary E. Parker, From Different Stand points; Frank N. Lusk, Peter the Great; Alice McCormick, The Service of Our Century; Andrew L. Anderson, Genius; Carlton E. Webster, Oratory and the Press; Frank Ohr, All for Each and Each for All; Geo. K. Smith, Three R's; Helen F. Moore, Compensation; Edgar Wyatt, Sociality and Individuality; Helen M. Baxter, Gates of Glass; Isabel Overman, Build Thee More Stately Mansions; Mary Hewitt, Masks; Woodman R. Marriott, Hannah; Elizabeth Baumgardner, Primary Work.

A large number of pedagogues are engaged in Illinois as census enumerators. A teacher who keeps a full and intelligible record of his school is well prepared to do correct census-taking.

Below we give subjects of this year's class at Morris Normal and Scientific school: Graduated and then—Maria J. Cox; Would I Vote If I Had a Chance? Albert N. Douglas; The Great Old Times Of Our Fathers; Mary F. Stevens; Make the Best of It, A. Gertrude Crisler; If I Had Been a Man, Nettie Stevens; Birds of Grundy County, W. J. Leaton; American Poets, Lizzie M. Holderness; Hope Is the Nurse of Life, Jessie E. Gaskell; Valedictory, Otto McGroey. The exercises will occur June 18, and the music will be furnished by Bestburg's Orchestra, Chicago.

Many reports of Summer institutes come to us omitting the beginning, or to time last or names of instructors. We wish to give all these as well as the place of the Institution in which they occur.

The school seekers are on the rampage and applications are soon broadcast. Here is a sample received at Peoria. It will not be acted upon till a committee of the board have finished its punctuation:

Prest School Board Dr Sir: Having recently resigned the Presidency of College, I desire a position in some Department in your school. I have been Principal of Schools several years in towns of from 2000 to 4000 inhabitants. Am a thorough graduate. Please write if you think there will be vacancies to occur for the ensuing year. I will visit you if there is any probability of my obtaining a situation. I could not expect less than $50 per month at first. Can teach any of the higher branches of course. Will see my name on the enclosed circular.

Yours very truly

A. M.

Mr. P. T. Llewellyn, of Sheldon, has been offered the school at Milford, at a salary of $60 per month; he asked $665.

The "board of education and class of '80." have our thanks for a polite invitation to the graduating exercises Friday evening, June 18, 1880, at 8 o'clock. We only regret that the name of the place was nowhere to be found on the invitation.

Mary Allen West, superintendent of Knox county, will hold no teachers' drill this summer. Her official labors have been unusually severe the last year, and the new law requires her report to be sent in early. But good intentions are to be held in adjoining counties. Miss West is one of the most upright and efficient of Illinois' corps of county superintendents, but her strong frame trembles under the weight of duties now imposed upon the faithful county superintendent.


All Teachers and Principals attending the meetings of the Society will be entertained at the Chilton Hotel at the rate of $1.75 a day; at White's Hotel at $1.50 a day.

The C. R. I. & P. and the C. B. & Q. Railroads will return members at one-fifth fare. Arrangements are making with other railroads.

Executive Committee
Joseph Carter
Charles DeGarmo
George Blount

Head Quarters of Executive Committee at Chilton Hotel.

PROGRAM.—Wednesday, June 30, 8 A.M. Address of Welcome, Mayor Samuel Richardson, President's Address, Leslie Lewis. Thursday July 1.
THE WORLD.

NEWS RECORD CLOSING TUESDAY, JUNE 1.

-Dr. J. B. Reynolds, of New Albany, Ind., will conduct a normal institute at Herman, Mo., beginning July 26.

- The trial of the Nihilist prisoners at St. Petersburg resulted in the conviction of every one; and they were sentenced to various degrees of punishment.

- A severe blow has been dealt the religious educational system in France by the passages, in the Chamber of Deputies, of a bill abolishing teachers' certificates issued by the bishops to monks and nuns.

- A terrible cyclone visited Savoy, Texas, May 28, totally destroying the town and killing nine persons, and wounding sixty, some of whom will die.

- The court of inquiry in the case of Cadet Whitaker agreed that the imputation upon his character was fully sustained, and the court so decided. Whitaker was arrested and the findings of the court were forwarded to the War Department. Prof. Greener intends to follow the case up with the Secretary of War.

- The committee in Congress on the removal of the Poncas from their reservation in Dakota to Indian Territory has reported recommending the passage of a bill to restore the tribe to their lands, and appropriate $50,000 to repair their houses and farms to as nearly as possible their former condition. The report reflects severely upon the Interior Department.

- The adjournment of Congress will probably occur between the tenth and fifteenth instant.

OFFICIAL DEPARTMENT.

IOWA-SCHOOL RULINGS.

RECENT DECISIONS BY THE STATE SUPERINTENDENT OF EDUCATION.

The following are among the latest rulings made by Superintendent von Coel n:

1. Chapter 111, laws of 1880, amended section 1798, so as to make its provisions apply also to independent districts. After July 4, 1880, any territory may be restored to the adjoining county or township to which it geographically belongs, by compliance with the section as amended.

2. To make the fact that the electors may transfer any surplus school-house fund unappropriated, to either of the other funds, a plain provision of law in direct terms, the last legislature amended section 1717, so as specially to provide for such transfer.

3. It is usual to hold the trial of appeals at the office of the County Superintendent. For the convenience of the parties, the County Superintendent may fix the place of hearing, at any point within the county.

4. A male, having the qualifications of an elector at the time the law directs him to qualify as a school officer, is eligible, although at the time he was voted for he would not have been eligible, if required by law to qualify at that time. See McCurry on Elections, section 258.

5. Upon any question involving the payment of taxes, or the levy of the same, we can give only an opinion; nor are such matters subject to appeal to the county superintendent, since only the courts of law may determine the application of the law to cases of this kind.

6. Our Supreme Court incidentally decides that the board of directors have the right to exclude from school children who are afflicted with contagious diseases. See 3d Iowa, 569.

7. While the printing in a newspaper published in the district, of the notice for a special meeting of the electors of an independent district, to vote on the question of issuing bonds under sections 1821-22, would doubtless be a full substitute for the written notice referred to in the law, since the sale of the bonds might be affected thereby, it is best to follow the literal provisions of the law, posting the written notices as referred to in section 1742.

8. Chapter 139, laws 1880, amended section of 1800 so that after July 4, 1880, when the law takes effect, any town or village having at least two hundred inhabitants upon the town plat, may organize as an independent district, if such town or village is within a district township.

9. Chapter 132, laws of 1881, now in force, allows the board of directors, by a two-thirds vote, to refund bonded indebtedness, the bonds to run not more than ten years, draw seven per cent payable semi-annually, be sold for not less than par value, and subject to payments at the pleasure of the district after five years.

10. In the division of assets and liabilities, the difference between the total liabilities in the school-house fund, and the total assets, including the present cash value of all school property, should be divided between the districts, in the proportion of the last assessed valuation of such district. Money raised and disbursed as teachers' and contingent funds, cannot be taken into account, since it is the presumption of law that these funds are expended from year to year for the benefit of those taxed. Money on hand or due from taxes at the time of the organization of the new district should be divided in proportion to the assessed valuation, except that any part of the teachers' fund coming from the semi-annual apportionment must be divided in proportion to the number of school age in each district at the last previous enumeration.

11. There is no provision of law specifying the number of hours which shall constitute a day of school. In the absence of any mention in the teacher's contract, not more than the usual number of hours can be required of the teacher unless by agreement. It is customary to consider six hours, with the usual intermissions for recesses, as a school day. In primary grades, for the benefit of the scholars, the number of hours is often reduced.

THE HOME.

A BIRD STORY.

It's strange how little boys' mothers
Can find it all out as they do,
If a fellow does anything naughty,
Or says anything that's not true!

They'll look at you just a moment
Till your heart in your bosom swells,
And then they know all about it—
For a little bird tells!

Now where the little bird comes from,
Or where the little bird goes,
If he's covered with beautiful plumage,
Or black as the king of the crows,
If his voice is as hoarse as a raven,
Or clear as the ringing of bells,
I know not—but this I am sure of—
A little bird tells!

The moment you think a thing wicked,
The moment you do a thing bad,
Are angry or sullen or hateful,
Get ugly or stupid or mad,
Or tease a dear brother or sister—
That instant your sentence heknells
And the whole to mamma in a minute!

That little bird tells,
You may be in the depths of a closet
Where nobody sees but a mouse,
You may be all alone in the cellar,
You may be on the top of a house,
You may be in the dark and the silence,
Or out in the woods and the dells—
No matter! Wherever it happens
The little bird tells!

And the only contrivance to stop him,
Is just to be sure what you say—
Sure of your facts and your fancies,
Sure of your work and your play;
Be honest, be brave, and be kindly,
Be gentle and loving as well;
And then—you can laugh at the stories
The little bird tells!

-M. E. B. in June Wide Awake.
W. M. CULLEN BRYANT.

ANDREW J. WALLACE.

At four score years and four the 'hinges turn'
For him who without 'dread or longing,' steps
Within the gale; but his sweet song shall thrill
Its cadences through all the years till Time
Himself, aweary of his journeys,
Lies down to sleep within that twilight pale
Which wraps his own decay.

A boy he was
All flame with the hot consciousness of pow'r
Indwelling strong that lifted him above
His fellows of more sluggish mould, and made
Him close companions of the elements,
A sympathy with nature so intense
And freshens ever with the breath of June.

For him who without
Himself, aweary of his journeyings,
Lies down to sleep within that twilight pale
Aflame with the hot consciousness of pow'r
Indwelling strong that lifted him above
And spoke the rich translation to the world.

And to the Mightiest makes you consecrate,
And streams, the all-embracing air, and birds
Brawn.

Great bard,
Who wrote no line that earth may wish to lose,
’Tis not mankind so much as nature mourns
My loss. Ye trees, whom he hath glorified,
Grown old and graced by your 'green coronals,'
O, come with bared heads and your broad arms
Hung black with weeping drapery of the night,
And bow amid the dirges of the winds,
And hush the song-birds desolate, beneath
The heaven's low-hung canopy of woe.
And ye forest aisles agloom, awake
The 'Hymn' that fills you with its solemn praise,
And to the Mightiest makes you consecrate,
Mingling in concord with your choral boughs
The breath of adoration.

Lo! the day
Is o’er; the mistsrel joins the caravan
That moves to the appointed place of all
That live. The child of Nature and beloved,
She syllables his name with all her tongues,
As through the order of her works’ still runs
‘The order of his life.

A BOSTON MISS—ADVENTURE.*

MISS BROWN is a lady of culture. She knows the intricacies
of the English language thoroughly, and it would be diffi-
cult to convict her of any inaccuracy in its use. A triumphant
candidate at those modern institutions yclept “spelling
matches,” she was not exactly a terror to all others, but I may con-
fidently assert that they, independent of their friendship for her,
would fully as lief she had been engaged elsewhere on those
eventful evenings.

She had conscientiously given of her time, (limited,) and of
her money, (still more limited,) toward perfecting herself in all
the necessities, and as many of the luxuries, of a cultivated educa-
tion as circumstances indicated. With a view to attaining every-
things to her attainable, she took a trip across the water, and in
due time landed among foreigners and strangers to be taught of
them. A year abroad did much for our friend, and many an en-
tertaining letter did she send back over the blue waves.

Now Miss Brown was a true student, and all her hours were
passed in enriching her store of knowledge. Living humbly and
inexpensively but still respectably—(a running comment on some
of our methods!) she spared no pains, but gave herself the ben-
fit of everything within her reach. She was very successful,
and came back to her own loved New England, Massachusetts,
Suffolk county, Boston, full of bright anticipations of turning
her lore to good account.

But our homes are full of young girls seeking situations in
schools; the “normal” annually turns out scores; outside cities
and towns furnish their modicum; and children are not born
fast enough to accommodate all the wants in this direction.
What could Miss Brown do? Very fortunately for herself on
her return, she had a foothold where the gentle themes are useful,—
er place as teacher having been kindly kept open for her,—but
here there was no opportunity for turning to account the higher
cultivation; consequently she sought a larger field. Armed with
high credentials and a firm resolve, she set herself about the
business in good earnest, and it is an adventure in her search towards
this much-hoped-for result, that forms the subject of this sketch.

One bitter cold day, Miss Brown called upon one of the po-
tentates, Mr. Warren. Mr. Warren was very affable, read her
letters, promised his considerate consideration, and did all but
verse in foreign tongues—the one he used being most em-
phatically his own!

Miss Brown left Mr. Warren duly impressed, with high hope in
her heart, and there was a buoyancy in her step, and an enhanced
gleam in her eye, as she mounted the marble steps leading to Mr.
Knisler’s residence.

A friend had accompanied her, and stood with her within the
portal, when the servant announced in answer to her inquiry
for the gentleman, “that Mr. Knisper wasn’t in and wouldn’t
be in till half past five.” The manner was noticeably ungracious,
but, as her business was not with the servant, our heroine was in
no way dismayed.

Being a sojourner only in the city, it was a matter of some lit-
tle inconvenience to while away an hour or two in the wind and
cold, but as a few errands might be done, they were conveniently
attended to, and at five she started again for up town, this time
going alone. I will not say that her pulses were exactly at their
usual placid seventy-six even beats, as she served herself for the
formidable interview, but her resolution was undaunted, and her
faith simply beautiful, as there upon the step she again stood.

How much of dread and apprehension she might have been
spared, could she but have known! But it is one grand thing in
God’s economy that each minute must reveal its own, and no one
minute is crowded with what actually belongs to another. So
she rung the bell, and the same servant answered, the summons.
As her question trembled upon her lips, the servant met her with
“Tisn’t half past five yet!”

“I know it,” said Miss Brown, “but I thought I might sit
here a few minutes till Mr. Knisper returns.”

“Well!” volunteered the well-trained lacky—“Mr. Knisper
won’t see you when he does come!”

“But I wish to see him on business!” still persisted Miss
Brown.

*This sketch was left by our lamented friend, Mrs. Mary P. Colburn, among her manu-
scripts, and is kindly furnished the Weekly by her cousin, Miss S. F. Hartlen.
"'Taint no use. I know he won't see you!"

In sheer desperation, Miss Brown then announced the nature of her business, and said,

"I wish to see him with reference to a situation in a school, for which I intend to make application, and—"

The sentence was never finished, for just at this juncture, a fe.

male voice called down over the stairs—

"Tell her she needn't wait, Mr. Knisper has been bored to death with applicants after that situation—she's the thirty-first and he hasn't seen any of them!"

Shades of all beset committee-men! Poor Mr. Knisper! How our hearts bleed for his trials as the grand magnate of the pow-

ers on decision!

Miss Brown turned away from the stone front—so symbolic of its occupants—(I wonder if marble and stone were intended as symbols!) with all the Christian virtues boiling furiously in her breast, each trying to be uppermost!

With her high resolve, her undaunted courage, her influential letters, her self-abnegation, and her cold hands and feet, she yet took a rebuff than which there is nothing harder to bear in the whole catalog of rebuffs! In other words, she had received a check she couldn't endorse and in which there was nothing for any body to honor!

Hopes are built on ladders, and are continually running up and down. It is fair to say, that, in their rapid descent, Miss Brown's had reached the very lowest round, but a grasp at the ladder kept it from falling, and now they are climbing up again:

I very much doubt if Mr. Knisper will have anything to do with the mounting, however!

[Note to seekers for any honest position: Check reins are bad, but rightly appropriated, they should only serve to improve your mettle.]

GOOD READERS.

All enjoy hearing a good reader. Yet it is not regarded as an accomplishment. Our sons pry among Greek roots and the intricacies of mathematics for years; our daughters thump the piano until life becomes almost a burden and but seldom give thought, or make an attempt, to perfect themselves in control of the human voice in articulation, modulation, and the art of reading. The subject is one greatly neglected in the common schools. We very much doubt whether our modern schools, which claim such improvement over the old methods, produce as good readers or spellers. If we criticise the reading in the schools, what shall we say of the public speakers and ministers?

To have some beautiful hymn, full of poetic fire and inciting to love and worship, mangled and torn to pieces by the lips and tongue and teeth of the minister is just what you can hear in more than one-half of the pupils in Chicago and other places. Sitting anxious and expectant in the audience-room of one of Chicago's most eminent divines, not more than one-half the distance back from the stage, we saw the Bible read, we saw the lips move in the opening prayer. The announcements for the week were read, and not a single sentence was heard or understood. We have no idea the minister was aware of the fact that he did not open his mouth. He might have read the words, "He that hath ears to hear, let him hear"—but how could one hear when the minister was but whispering—The blessed word to a few on the front seats? As the same minister warmed to his work, he opened his mouth, and his eloquent words and sen-


tences reached every part of the great audience. We believe the
to the pupil. No drawing can supplant the effect produced by the exhibition of and experiment with the object; but we must remember that the school cabinet of our age rarely has greater capacities than a large store-box. The next thing after the object is its picture, and the cheapest way to produce it is in letting a ready hand, a good eye, a piece of chalk, and a blackboard coöperate in a proper manner. From the drawing, the pupil takes into his mind form and meaning which no words could give him. Education by eye is more fertile every time than education by ear.

Long ago said that veteran educator of ours, Horace Mann:

“What is seen is best understood; what is understood interests; what interests is best remembered. Illustration is therefore the basis of successful teaching.” — The Industrialist.

RECOLLECTIONS OF DON QUIXOTE.

“Beauty in a modest woman is like fire or a sharp sword at a distance; neither doth the one burn nor the other wound those that come not too close to them.”

“Keep your mouth shut and your eyes open.”

“The absent feel and fear every ill.”

“Self-praise depreciates.”

“The dead to the beer, the living to good cheer.”

“All women, let them be ever so homely, are pleased to hear themselves celebrated for beauty.”

“Squires and knight-errants are subject to much hunger and ill-luck.”

“Liberality may be carried too far in those who have children to inherit from them.”

“Virtue is always more prosecuted by the wicked than beloved by the righteous.”

“Every man is the son of his own works.”

“Honesty is not for the mouth of an ass.”

“No paddocks, bolts, or bars, can secure a maiden so well as her own reserve.”

“Wit and humor belong to genius alone.”

“The wittiest person in the comedy is he that plays the fool.”

“There is no book so bad but something good may be found in it.”

“We are all as God made us, and oftentimes a great deal worse.”

— A Thousand Regents Questions in Arithmetic is the name given by the publishers, Davis, Bardeen & Co., Syracuse, N.Y., to the arithmetical problems used at the first forty state examinations (from 1866 to 1870) held by the Regents of the University of the State of New York. They are printed on 500 slips of colored card board, and accompanied with a key, for the convenience of teachers. The questions are not difficult. They are used by teachers in all parts of the country. Price $1.00.

CALENDAR OF THE UNIVERSITY OF MICHIGAN FOR 1878-79.

In this important volume we have material more than sufficient to judge of the scientific activity to which the University of Michigan owes its reputation. * * *

From a circular letter dated August 1, 1879, accompanying this annual announcement, we learn with pleasure that at a recent meeting of the Board of Regents a Chair of Pedagogy was established, to which has been called the distinguished educator, W. H. Payne, who for many years has superintended the public schools of Adrian with rare ability. We briefly commend this wise measure of the Board of Regents, and we congratulate our esteemed correspondent on the honorable position so worthily conferred upon him.— Archivo di Pedagogia. Palermo.

— Bishop Philander Chase once caught some boys stealing melons from his garden. Forthwith he marched them into his study, bolted the door, and proceeded to give them a lecture on breaking the eighth commandment. To his surprise the ignorant rascals had never heard of the ten commandments at all, and so he proceeded then and there to instruct them, and kept them all day until they had memorized the whole Decalogue.

MEETING OF NORMAL SCHOOL WORKERS.

In accordance with a previous announcement, a meeting of normal school workers will be held at Put-in-Bay, beginning on July 21, 1880. The following topics will be thoroughly discussed, the discussion in each case to be opened by a paper prepared by the person named:

1. “Essay towards the formation of a body of Education doctrine,” by Prof. William P. Payne, of the University of Michigan.
3. “The Relation of Normal School Work to the State,” by Prof. S. N. Fellows, of the University of Iowa.
4. “The Education of the Public with reference to Normal Schools and their Work,” by Prof. Grace C. Bibb, of the University of Missouri.

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