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The Educational Weekly.
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THE WEEKLY.

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In Illinois women have succeeded as county superintendents, and now they are coming to the front as township superintendents in Michigan. In Allegan county, the Republicans of three towns ran women for the office. In Paris Mrs. Martha Adams was elected on the Republican ticket. In Sheridan, Calhoun county, Miss Clara Robinson was the Democratic candidate. In Talmadge, Ottawa county, Mrs. Myron Harris was elected by the Democrats and Nationals—her opponent on the Republican ticket being Miss Anna Stoddard. And finally, Miss Anna Filer has qualified as superintendent of schools in Filer township, Manistee county.

And why not?

They seem to have hard times over school matters in California. The Board of Education of San Francisco have tried to reduce teachers' salaries and the legislature tried to prevent the reduction by means of a general law. The Board refuses to obey the Legislature, and the teachers in the meantime are worrying about their pay.

A few months ago there was a grievous scandal about the state questions being peddled to candidates for teachers' certificates and an investigation proved a considerable quantity of fuel to have been the cause of the escaping smoke. Now there is a new trouble, but this time in Sacramento. The examination papers of a class were shown to have been tampered with and the original marks replaced by others lower. The motive for this action is alleged to be in order to cloak foul practice in an examination whose marks on the first blush seemed suspiciously high.

The cause of all this trouble is that the school law of California provides for inquisitorial inspection of the teachers' work, obliged the Board or a committee thereof to pass upon matters of detail that should be final in the hands of the teacher. There is in San Francisco a "committee on Classification," for instance, whose duty is to designate in what grades the several teachers shall be employed. And yet they pretend to have principals of schools in that city. What is a principal for—why employ a principal that is not competent to grade both pupils and teachers in his school? The same meddlesome spirit broods over the dealings of teachers with their pupils and the inevitable scandal and friction ensue.

The fact is that the originators of the California school system tried to make it too perfect and put in the hands of official espionage and surveillance what should be left to pedagogical ingenuity, judgment, and tact. In tying the hands of the teachers and undertaking to have every detail in the hands and under the eye of the "honorable board" the school law of California is very likely to make a botch of the whole business.

The Weekly is indebted to Hiroyuki Kato, President of the Departments of Law, Science, and Literature, Tokio Daigaku (University of Tokio,) Japan, for two volumes of deep interest and value to American students. The first of these is the Calendar of the University for 1879-80, showing the remarkable educational development of that country as represented by its University, together with the present wonderful completeness and efficiency of its national university. The examination questions given in all departments for the year 1879-80 are contained in the Calendar, and show a standard of scholarship which compares well with that of our American colleges. The first 165 pages are printed in the English language, the remainder of the book in Japanese. We observe in the list of the Faculty the name of our friend Prof. T. C. Mendenhall, of Ohio, as Professor of Experimental Physics, in the Department of Science, and also that of our friend and former pupil, Masakazu Toyama, who occupies the chair of Mental Philosophy and English in the Department of Literature.

The second volume is entitled Memoirs of the Science Department. Vol. II.—On Mining and Mines in Japan. By C. Netto, M.E., Professor of Mining and Metallurgy, University of Tokio. The entire mechanical part of the work—drawings, lithographs, printing, and paper—are of Japanese origin. The language used is English, translated from the German. The work sketches in detail the condition of the mines, the methods of working them, and the general character of the country in its geological aspects. There are six large plates illustrating, in 59 different figures, the principal mining and smelting apparatus and tools used.

Dr. Platt, of Sacramento, Cal., has been waging a scholarly and dignified war against the public schools for some weeks past. Among other good things for the public schools he says, Science pertains to material phenomena; and the older the mind the better; religion pertains to the feelings and sentiments, and the younger the mind the better."

This is all very true, but it tells against the opponents of the public schools. It is as much as saying that unless the relig-
ionists catch the children when they are very young they are not likely to get them at all, whereas the claims of education are such, its influence so powerful, and its hold on the mind so strong that it appeals with equal force to the plastic or cultivated intelligence. What the sectarian opponents of the public schools demand before trusting their case to the final verdict is what would be called in law practice the privilege of tampering with the jury. Taking Dr. Platt's dictum that science pertains to material phenomena, it should follow from a well known principle of youthful intellect that in youth is the time to mold it, for then it is at once impressive and perspectiv. It is at that stage the phenomena of nature make the strongest prints upon its conception and at that time the impressions can be made of the greatest value as a guide to subsequent thought and action, if they are received and construed in a rational manner and not distorted by being accepted through the deceptive media of credulity and superstition.

What we know let us know for sure; not believe it, or feel it, or assume it, or imagine it, but know it from all the evidence that data and judgment may present. It is the business of the public school to teach children to know, and we wish Dr. Platt joy in his mission of teaching them to believe.

Already the voice of the sweet girl graduate is heard in the land, and until the Fourth of July or thereabouts her silvery notes will be pipping farewell to school-days and salutations to the great unknown of the future of herself and class-mates. The sweet girl graduate is a trifle monotonous in manner and sentiments. Sordid newspaper readers tire of the commencement orations and essays and at times wish that the sweet girl graduate would cease her sweet warblings. But all the true and the good must rejoice in the strains of the sweet girl graduate, and of the boy graduate for that matter. What if the voice of the graduate is periodic and monotonous? All nature is periodic and its charming features monotonous. Do we cry out against the chirping of birds in spring because they twitter the same notes that their elder sisters did last year or their ancestors the last decade? Do we object to the early flowers because they appear in the same colors as those of their vanished relatives of a former generation? Do we complain against the trees because they wear last year's fashion of foliage? Against the bees because they hum the same tune, or against the katydids because they do not annually add to their vocabulary? Then why look for such wonderful originality in the sweet girl graduate? Only captious criticism would do so. The sweet girl graduate is all right; her modulation and emphasis are all right; her sentiments and reflections are all right; her fond dwelling on the past and wistful look into the future are all right; her dress, whether of traditional white or of eccentric and affected calico, is all right; in short, the sweet girl graduate is all right all over. There never was and never will be so complete, perfect, and consummate an institution as the sweet girl graduate. The sweet girl graduate forever! Vi-

But too much should not be made of the mere fact of graduation. At best it is but an incident, a short stoppage of the train, and not a switching off upon another track. From the process of learning to that of teaching is not so violent a change as it is usually represented. From the act of preparing to make a living to that of making it is not so marked a transformation as the commencement orators are apt to picture it. The habits formed in-school, the character inherited or acquired, in most cases continue on to guide conduct and shape destiny. It will not do to make the mere fact of graduation so momentous, and it is particularly reprehensible to inflate the fledglings with their own power of flight through the nutriment and stimulus acquired from their alma mater. A pigeon squab in its initial attempts at soaring is a ludicrous object. Tailless or nearly so it flutters around, a fine specimen of aerial floundering. Deserted by its tender parents, upon its first pinch of hunger it tumbles to the ground and literally grovels for food. Its wings outgrowing its tail-feathers, it essays to fly before it is competent to steer, and makes the air awkward with its ill-directed flappings. So too the graduate, filled to fatness with the pigeon-milk of the profuse instructor, perched on the limb of high-born egotism and petitante vanity and contempt for earthly things, is deserted one fine morning by the over-kind and yet inconsiderate teachers, and left to tumble to the ground of hard facts and necessitious reality, an ill-provided pigeon squab.

A WORD FOR COUNTRY TEACHERS.

The schools would do well to follow the late plan of the temperance folks and form anti-treat organizations. The directors sin the back districts are now employing their next winter's teachers; let them make an anti-treat compact. Now is the time to lay the plans for suppressing the rowdism which disorganizes the work of the best month of the winter term of many country schools. It is disgraceful that the frontier custom of shutting out the teacher to make him give Christmas candy should still linger in our civil communities. We could mention quite a number of schools in which the larger boys have no time for schooling except from December to February, and the most of that time is worse than lost in the disorder of making the teacher treat and the disorder that results from the attempt. In such schools the pupils are sure of but one lesson and that is a lesson of lawlessness. House-breaking, damaging school property, and, not unfrequently, acts of personal violence such as dashing the teacher are the experience they gain. If the teacher attempts to maintain discipline the pupils feel that custom justifies their rebellion, and serious difficulties result. The teachers usually do not treat until after they are shut out, as they do not wish to be considered afraid of a "clock-out." They yield gracefully as they can when the demand of candy and apples is made, saying that they are glad to see their pupils show so much spirit.

Now there is no reason why this thing should not be stopped. Every business-like teacher and every thoughtful parent in these districts condemns the evil. Nothing is said about it, however, till the holiday frolic has arrived, when the teacher learns to withhold the sweetmeats lest he be thought stingy, and the directors think the matter easiest settled by the teacher's yielding.

Now this article is written to urge every teacher who contemplates contracting in one of these hungry districts to see to it that the directors appreciate this evil and declare that henceforth none of the foolishness of treating shall be allowed in their school. Do not be so anxious for the position that you will seek it on no terms at all but that you stand whatever indignity may be put upon you. You can better afford to husk corn or do house-work than to go into one of these schools at the low salary they pay and be turned out at the end of the term or sooner because they have made you a failure. Let the pupils understand from the first that the annual nonsense will not be allowed and they will soon make up their minds to get the little coveted candy honestly or not at all.
And now, since we have had our little say about these treats, let us have a word about some others. We gravely doubt the propriety of the custom largely prevailing of making presents to the teachers. It is very gratifying to the teachers, no doubt, but it is not for the good of the schools. The beauty of our system is that the schools obliterate the distinction between the rich and the poor, but whenever a subscription paper starts to buy the teacher’s present that distinction is made to appear. Children who cannot afford to buy needed reading matter for themselves feel driven by the class sentiment to raise a contribution to the purchase of a gilt-edged volume for the teacher’s plethoric library. Nor is this custom without injury to the order which ought never to have been offered or accepted, but we must find expression in other way, for making presents to express them in school is a failure. The thousand little evidences of appreciation in the classroom are better than a magnificent present that distinction has been given.

Perhaps on the question of treats something appropriate might be said concerning the relations of teachers, school-boards, and book-agents. Somebody may think of gifts that would better never have been given or received, of treats after agreement which ought never to have been offered or accepted, but we bear. We have no charges or insinuations to make, but in the interest of civil service reform we demand that all public servants shall be free from the influence of gifts, and shall be relieved from the custom of yielding to extra assessments.

THE RECESS.

LITERARY NOTES.

Town Geology, by Rev. Charles Kingsley, now appears in the Humboldt Library, price 15 cents, published by J. Fitzgerald & Co., 143 Fourth avenue, New York. It contains an appendix by Prof. Huxley on Coral and Coral Reefs. To subscribers this Library is sent for three dollars per year for the semi-monthly publication (24 numbers), $1.50 for six months (12 numbers), $1. for four months (8 numbers). The price of the works bound in cloth ranges from $1.25 to $2, so that for three dollars one may procure a collection of scientific essays, monographs, and compilations for which he would have to pay, were he to buy them in the usual shape of bound volumes, from $30 to $40.

Messrs. D. Appleton & Co. have just published three series of Easy Drawing Lessons for the kindergarten and primary schools, designed by Professor Krus. The exercises are purely imitative, the designs being first presented on ruled lines forming squares one quarter of an inch on each side and intended to be copied on the lower half of the card. The drawings are progressive, consisting of sets of twelve cards each.

REPORTS AND PAMPHLETS RECEIVED.

Amherst College. Summer School of Languages, under the direction of L. Sauveur, Ph. D., LL. D. Fifth Session, July 6 to August 16. Cincinnati: Robert Clarke & Co. 1880.


Catalog of the Natchez Seminary, Natchez, Miss., 1879-80. Rev. Charles Ayer, Principal.

RECREATIONS IN BIOLOGY.—VII.

HYDRA.

Prof. S. Calvin, Iowa State University.

A HUNDRED years have passed since Trembley astonished the world with his descriptions of the fresh-water hydra. A hundred years of study have not abated the interest felt in this little creature, by the microscopist and biologist, nor have a hundred years of torture and experiment repressed or suppressed the hydra; for hydrams are still among the common inhabitants of every wayside pool, and the biologist, with his collecting bottle, still goes ramaging among aquatic plants for specimens wherewith to edify himself or entertain his friends.

Hydrams and duck-weed have long been associated in the minds of collectors, and it is true that the gathering of a quantity of duck weed is about the surest way of finding hydrams. Put the duck-weed, with plenty of water collected at the same time, in a tumbler and let it stand for a short time. Numbers of hydrams will soon be found clinging to the sides of the glass; they will be recognized, without the aid of the magnifier, by the cylindrical body, often more than half an inch in length, terminating in a whorl of delicate, thread-like, waving tentacles. The specimens may be fished out with the dipping tube and transferred directly to the slide, or they may be kept by themselves in a shallow porcelain dish or watch glass, for almost any length of time, provided they are regularly supplied with food and fresh water. But duck-weed is by no means essential to success in finding hydrams. I have seen scores of them sticking to the sides of jars that had been supplied only with some of the common alge: indeed one can hardly go amiss in his search, if he collects all kinds of floating objects and allows the collections to stand undisturbed upon his study table from ten to twenty-four hours.

All the animals noticed thus far in our exercises,—from Amoeba to Vorticella,—have consisted only of a single cell; the hydra, on the other hand, is many celled and possesses its usual interest on account, among other things, of being a multicellular animal in which anything like complexity of organization is unknown. The relation of hydra to the higher animals is like that of Amoeba to its lowly kindred; while Protamoeba may rank still lower that Amoebe and Protohydra have less complexity of structure than hydra, yet each represents, in the group to which it belongs, about the utmost limit to which simplicity can be carried. With adequate means of observation and a little patience, you will be able to make out that hydra is essentially a sack and nothing more,—a double walled sack perhaps,—with the mouth at one end and surrounded by a series of extensible tentacles. There is a cavity into which food is taken and digested, but no true alimentary canal. There are no muscles nor nerves properly speaking, neither are there any blood vessels or lungs. The whole creature, it will be seen, is built up in a very simple manner of very simple cells. Some of these cells in the deeper part of the outer layer are wonderfully modified. They are highly irritable and contractile. They control the movements of the animal and put it in relation to external things and so perform the duties of both muscles and nerves. Moreover, each separate cell lives and feeds and respires very much as does the individual Amoeba, and who will say that elaborate systems of organs would be any advantage?

There are other curiously modified cells planted all over the surface of the body and arms; you can see them projecting everywhere like little knobs; as a rule, they are larger than the other cells, and each contains an effective piece of apparatus stowed away in its interior. A sort of fishing apparatus it is, consisting of a delicate, barbed filament ready to spring out when occasion requires and act as a harpoon in securing the prey. It is more than a harpoon, however, for, as the little shaft penetrates the victim, it carries with it something that seems to produce immediate paralysis; and it is only with feeble struggles that resistance is offered to the remaining part of the procedure which ends in lodging the captured creature within the body of the hydra.

The food of the hydra consists of infusoria, microscopic crustaceans, larvae of gnats, minute aquatic worms and the like, with a decided preference, so far as I have noticed, for the tiny wriggling larvae. The body wall is often very transparent, particularly if severely stretched. This condition is quite frequently brought about by the greed of the little creature leading it to swallow morsels as large as itself or even larger, and nothing more forcibly illustrates how life is continually sacrificed to support life than to find, as you often may, a writhing worm coiled up in the body of the hydra with minute crustaceans still struggling in the stomach of the worm, and the green color in the alimentary canal of the crustacean bearing unimpeachable testimony to the organic nature of his last meal.

All through the summer, reproduction is carried on by a peculiar process of budding. A little swelling appears first on the side of the parent, this is pushed out from within so as to include a portion of the body cavity, it gains rapidly in length, a mouth is formed at the extremity, a set of stubbed tentacles develop and the young hydra is complete. It remains clinging to the older one for a long time before venturing to try the world alone, the digestive cavities of the two retaining their original connection, so that food captured and digested by either is equally serviceable to both. A majority of the specimens, collected from now till fall, will be found supporting buds in a more or less advanced stage of development, but before the severer frosts fairly set in you will find wise provision made for the safety of the species in the form of eggs, produced in situations similar to those from which the buds arise, adapted to survive the winter and develop into hydrams in the spring.

Two species of hydra occur in the fresh waters of all this Northwest. The larger is light brown in color and bears the name of Hydra fusca; the other is a beautiful green and has been called, in consequence, Hydra viridis. The brown hydra is, on some accounts, the most convenient for study. Its superior size; its greater transparency permitting us to pry into the secrets of its dietetic economy; its better developed stinging cells, or lasso cells, often detached and showing easily under a magnifying power of three or four hundred diameters the long, ejected, barbed filament; all these combine to make it the more interesting and desirable species when hydroid anatomy is the subject of our research. The green hydra, however, are not wholly wanting in interest to the biologist. The color of ordinary plants, as is well known, is due to the presence of chlorophyl, a modified form of protoplasm, with powers and activities peculiar to itself. Its particular work is the decomposition of carbon dioxide, and it was once supposed to be a distinctly vegetable product that

* I have seen, on several different occasions, considerable numbers of loricated infusoria playing about among the partially digested contents, in the body-cavity of hydra. I have not been able to give the time needed to ascertain whether these would, finally, have been digested or not. The perfectly natural movements of the infusoria, together with the fact that, when the hydra was pressed under the cover glass and compelled to digest, they went on with their usual business precisely as if nothing had happened to them, make it impossible for me to say whether they were not in their seemingly perilous situation as a case of choice rather than of compulsion.
m ay be cited as marking a wide difference between plants and animals. But the color of this common hydra was strangely suggestive. The green granules in the inner layer of the body could not be distinguished under the microscope from grains of chlorophyl. Expert manipulators submitted them to various tests and in every case the result indicated chlorophyl. They give the same chemical reaction; they produce the same lines in the spectrum; they perform exactly the same work, the green granules are nothing but chlorophyl. Some animals, then, produce chlorophyl; some animals have the ability to utilize inorganic food; two more of the supposed distinctions between plants and animals break down under intelligent observation.

It may be interesting to note that animals do not get very far up in the scale of being before contributions to the support of parasites are levied upon them. Even hydra must be made to feel the annoyance to incident slightly superior rank. Large numbers of parasites,—closely related to the stemless Vorticellae,—infect the hydras at times and glide back and forth over the body and arms with a movement characteristic, though indescribable, and which would be extremely annoying to a more sensitive host.

Some of the experiments of Trembley might be repeated. A hydra can be cut into a number of pieces, the sections may be made crosswise or lengthwise of the body, and yet, instead of destroying the creature by the operation, each separate piece develops, under proper conditions, into a new and complete animal. By means of a bristle or dull needle an individual may be turned inside out, and the two surfaces of the body will exchange functions, everything going on, in the course of a day or two, as if nothing had happened. Let us observe that the cells composing the animal are all much alike, that being almost without specialization any cell is fitted to perform any work, and an exchange between the outer and inner layers of the body will not surprise us. Let us note farther the independent life of the cells, let us watch them, after the hydra has been crushed and broken under the the cover glass, as they exhibit independent amoeboid movements, and we will realize that, so long as an individual cell remains uninjured, life, with all its possibilities of growth and development, also remains. The thinnest speck of hydra matter may grow—we know not how—into a perfect hydra.

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**AN ORIGINAL ADAM.**

*Name:* The primary department of one of the Buffalo public schools. *Teacher,* to a little novice, exactly five years old; "What is your name, my boy?" "Adam Schneider ma'am; what is yours?"

The teacher told the little boy her name, because that was a very important item of knowledge for a pupil to possess. "Where do you live?" question No. 2. "I live on Amherst street; where do you live?" The boy's question was answered. Question No. 3: "How old are you, my little fellow?" asked the teacher again. "I'm five years old; how old are you?" said the boy. The impropriety of proposing such a question to a lady was earnestly impressed upon the mind of the young pupil. Then came a short pause in the progress of matters, when little Adam raised his hand towards the teacher in true heroic style, and exclaimed, "Now, teacher, lick me, and let me take my seat."

—Cowper was right when he said:

*The man that kills you Tom or Jack*

And provest by thumps upon your back

How he exterts your merit,

Is such a friend that you have need

Be very much his friend indeed

To listen or to bear it.

—A Detroit boy proposes the awful query: "Which had you rather do, be eaten up by a tiger, or have all the maple sugar you can swallow?"

—After a sharp flash of lightning, the other day, a little five-year-old Essex, VI., boy looked up to his mother and said: "Mamma, I guess God scratched a pretty big match that time; don't you?"

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**INDUSTRIAL EDUCATION.*

The intensely practical tendencies of the present age have led us to view and judge all questions of political and social economy from the standpoints of want, cost, and value. To these practical tests education as well as everything else must be submitted.

Many people claim, and with some grounds of justification, that the pupils leave the common schools ignorant of the principles underlying any practical trade and unable and unwilling to engage in any laborious occupation. By too many educators it seems to be forgotten that the people do not want class records and recommendations but do want sound common sense and practical skill. For these reasons and many others the people claim and educators admit that the common schools fall far short of their object, and in proportion to the outlay have not returned proper results in supplying a thoroughly practical education to the masses who must depend upon manual labor for their daily bread.

While our system of education has been aimed chiefly at the literary development, the people of European nations led by Russia have taken long strides toward industrial development, and have established industrial schools in all parts of their territories. They have increased their power and prosperity, elevated their laboring classes and flooded America with their manufactured products. Their improvement, more rapid than ours, is due to a system of education giving well balanced instruction which fits their citizens for the demands of daily life. Switzerland, with less than one-fourth the area of Minnesota, employs now nearly four thousand five hundred teachers in needle work alone,—a number which exceeds the entire teaching force in Minnesota. Belgium successfully maintains about sixty apprentice schools, and Holland, often styled the workshop of Europe, educates all of her skilled workmen at public expense. France has established upon a sound basis numerous theoretical and practical schools in the manufacture and dyeing of cloths, in iron and woodwork, in forestry and agriculture, in drawing, mining, and manufacturing. In nearly every case the wonderful successes of her manufacturing centers are due to the education of her artisans in local trade schools. The single German State of Bavaria—about the size of Maine—has more than 2,600 practical schools, of which about 1,600 are practical schools for girls. Each of the foremost nations of Europe has schools in all of the more important branches of industry, paying particular attention to forestry, agriculture, drawing, mining, and manufacturing. In nearly every case the wonderful successes of her manufacturing centers are due to the education of her artisans in local trade schools. The single German State of Bavaria—about the size of Maine—has more than 2,600 practical schools, of which about 1,600 are practical schools for girls. Each of the foremost nations of Europe has schools in all of the more important branches of industry, paying particular attention to forestry, agriculture, drawing, mining, and manufacturing.

While European education has been aimed toward supplying the demand for good artisans, American education, modelled by those who have mistaken the true road to national prosperity, has produced a superabundance of literary professional and political men. We are preeminently an agricultural and a manufacturing people, and want, more than we want politicians, good farmers, good draughtsmen, good artisans in every trade.

Prussia's motto is: "Whatever you would have appear in a nation's life, you must put into its schools." If this is true, the only way to meet the wants of a nation is to introduce industrial training into the public schools from the lowest to the highest grades.

Experience proves that it is far better to teach the child a trade in a free industrial school than it is to teach the man in the penitentiary, for about ninety-two per cent of our criminals are traceable directly to the unskilled and uneducated laboring classes. There is not only a great lack of intelligent ability to shoe a horse, handle a plow, or engage in any mechanical occu-
pation, but there is an enormous waste of time, and material and wealth.

We need that skill in all vocations which in the iron worker's art transforms $5 worth of iron into $10 worth of horse shoes, pen-knife blades worth $3,000, $29,000 in shirt buttons, or a quarter of a million dollars in balance springs of watches.

America has now about seventy-five scientific professional schools while twenty years ago Germany had more than two hundred such schools affording to each person an opportunity of obtaining technical instruction in some useful branch of industrial labor. Our efforts in this direction have been confined to Reform schools and Houses of Correction,—the state evidently considering that this renowned pound of cure is the most valuable remedy yet discovered.

In one direction only has a general movement been made, which from its value in the production of wealth and its effect upon the passive and esthetic sides of our nature ought to be a part of every education. It is in that art which adorns and which furnishes us with models for imitation. I mean in the department of drawing. It is true that people can see no particular beauty in a plank, a rough stone, a collection of old iron, or a heap of sand or clay, but the artist does, and his hand immediately pictures for you a handsomely carved chair, a fine statue, ornamental ironwork, and beautiful vases. Industrial labor follows the models, shapes the objects, and you pass into a place of trade and pay the highest price for the products of the artist's hand and mind,—the intrinsic value in each case consisting merely in the design. The art does not stop here, it does not deal with ornament alone, but with usefulness, and is the guide in the construction of all buildings, canals, railroads, bridges, steamers, tunnels,—in fact of every mechanical contrivance which man is capable of producing. As a study, it teaches that hand and mind,—the intrinsic value in each case consisting.

America's mistakes in education have made her to too great an extent a consumer instead of a producer in the departments of industrial labor. These mistakes may be most quickly and thoroughly corrected by general introduction into our schools of both the principles and the practices of industrial labor.

**SUGGESTIONS TO COUNTRY SCHOOL OFFICERS.**

Co. Sup't. D. D. Parsons, Richland Center, Wis.

1. Let your deliberations be friendly, and keep your thoughts constantly on the success of your school.
2. To make your school a success furnish a suitable place and suitable and sufficient material to work with.
3. Divide the school year so as to have no school during July and August. A few districts still follow the plan of having school during those months, but in nearly every instance it is a failure.
4. Employ your teacher by the year, or for a year, giving him a contract each term if satisfactory. Twenty-eight districts employed in that manner last year, and with scarcely an exception the schools made more and better progress than any others in the county.
5. Get the best qualified teacher that your means will command. One that has not got to the top of the ladder in his own estimation, but one that is still advancing. You cannot afford to employ the same teacher to teach the same lesson in the same manner term after term, as pupils soon become tired of such monotony. If you desire a female teacher, get one that will not devote her whole time to making tidies, crocheting, or gossiping.
6. Get the best qualified teacher that your means will command. One that has not got to the top of the ladder in his own estimation, but one that is still advancing. You cannot afford to employ the same teacher to teach the same lesson in the same manner term after term, as pupils soon become tired of such monotony. If you desire a female teacher, get one that will not

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**ITEMS.**

—D. Appleton & Co. are about to issue a new book by Louis Kossuth, the distinguished Hungarian patriot, entitled "Memories of My Exile."
—Lee & Shepard announce two anonymous novels: "The Man who Proposes," and "From Magde to Margate." Both are looked for with considerable interest, the former because much is anticipated in it, and the latter because its author and the scene of the story are both Bostonian.
—The School Bulletin for June contains three admirable portraits,—Neil Gilmour, Superintendent of Public Instruction; Samuel E. Woolworth, Honorary Secretary of the Regents of the University; and David Murray, Secretary of the Regents of the University.
—The Pennsylvania School Journal is sent officially to the secretary of the board of each school district in the state, and it may be ordered by each school board to be sent to all of its members. It is a magnificent journal, as it ought to be with such an official patronage.
THE SCHOOL-ROOM.

PUBLI.C SCHOOL EXAMINATION QUESTIONS.

Prepared by Mr. C. H. Ashdown, Sandwich, Ont.

Geography—Higher Fourth Class.

1. What is the name of the island of which England forms a part? Give the boundaries of England.
2. Name the Seven principal Islands of the English coast.
4. Name and give the position of (a) the three principal mountain ranges; (b) the four principal "fells," 5. Name 5 Rivers emptying into the English Channel.
6. Give the position of (a) Ten Capes or Heads; (b) Ten Bays.
8. What are the principal products of Manchester? Staffordshire? Durham and Northumberland? Cornwall and Devon? and Wales?

Geography—Lower Fourth Class.

1. Name the Five Great Powers of Europe. Give the Political Divisions of Europe with their capitals.
2. Trace the following Rivers, naming the cities on their banks, and the seas into which they flow: Danube, Rhine, Rhone, Seine, Volga.
3. Give the position of the following Mountain Ranges: Balkan, Kiao-lin, Urals, Alps, Cantabrian, Apennine.
4. Name the principal rivers of Europe emptying into the following Seas: Black, White, Caspian, North, and Mediterranean.
5. Where are the following cities: Moscow, Cassel, Rotterdam, Frankfurt, Lille, Seville, Buda, Odessa, Warsaw, Worms.
6. Draw a Map of Europe marking the principal capes.

Geography—Higher Third Class.

1. Give the eastern and southern boundaries of the Dominion East of Long. 100.
2. Name the Provinces of the Dominion and their capitals.
3. Give the position of the following Islands: Magdalen, Fogo, Miquelon, Southampton, Anticosti, Charles, Marble, Prince Edward, Long, Manoshell.
4. Give the position of the following Rivers: Albany, Severn, Hayes, Ottawa, St. Lawrence, Harrieman, Exploits, Nelson, Saguenay, Churchill.
5. Give the position of the following (a) Capes. Chilly Ray, Gaspe, Sable, Roper. (b) Straits: Fishers, Hudson, Belle Isle, Foscan, Simpson.

Geography—Lower Third Class.

3. Give the position of the following Islands and Island Groups: Antipodes, Balmans, Chatham, Prince Juan, Fernandes, Marshall, New Hebrides, Society, Trinidad, Vancouver.
4. Where are the following Rivers situated and into what waters do they empty? Amazon, Mackenzie, Orinoco, Rio Grande, St. Lawrence, San Francisco, Madison, Mississippi, Para, Tocantins.
5. To what countries do the following cities belong? Auckland, Balize, Chorleston, Cobija, Georgetown, Lima, New York, Ottawa, Quebec, Quito.
6. What book is associated with the island of Juan Fernandez? Who is the author? and what was the true name of the hero?
7. What Mountains are marked on Campbell's map of the Western Hemisphere?

Geography—Second Class.

1. We will say the top of this paper shall be North. Place the following letters in the proper places: S, E, W, N, NE, NW, SE, SW.
2. Did you ever see a compass? In what direction does the needle of the compass always point? To whom is the compass very useful?
3. When you stand with your face to the East in what direction do you point with your right hand? Your left hand? What position is behind you?

SPELLING.

W. G. Waring, Sr., Tyrone, Pa.

Dr. Sabin's question on p. 370, as to how spelling should be taught, is a pregnant one, as she puts it. She is not alone in finding spelling the most difficult branch to teach. It is the one branch that is never learned—it is a perpetual "grind" from six to sixteen—one that pupils are ever working at, but "never coming to the knowledge of." The time it takes and wastes enormous, the saving of a part of which would give opportunity for the attainment of rich funds of useful knowledge.

The paper by A. A. Miller, from the New York School Journal, on the same subject, and same page, contains many truths. But to apply them we must first have a definite definition for the term "Spelling.”

With most this means the inherited but really absurd practice of merely saying over, orally, the names of the letters that compose a given (dictated) word. Thus the word "high" being given, the pupil, guessing that it is not "he" that is meant, no context, no phrase is given to assure this, says "aitch, eye, etc., etch," and "goes up."

But the schools that have taken a new departure, and have abjured the senseless spelling book understand by the term "spelling" the practice of writing phrases or sentences which have been seen in the readers, reproducing from eye-memory not only the proper letters in due array, but soon, all the features of the composition—the stops, capitals, apostrophes, word endings, and the paragraphing. The eye, practiced early, becomes as ready at noting and remembering, and recalling these details as in photographing and retaining all the particulars of the dress of a friend, or the features of a landscape.

Taking this latter understanding of what we mean by spelling—namely, its practical application in writing—a little consideration will show that the process of letter-naming, which consumes so much of so many years of school time, keeping other branches of useful knowledge unattainable, is of no service at all, a mere useless beating of the air.

Some of A. A. M's advice applies well in this better appreciation of what practical spelling really is. He says "avoid wrongly spelled words." So we should, but the reason for it is that we want the eye to carry no photographs of spurious forms, but only the correct ones, so as to be a prompt and sure guide to the hands.

Again, "The words of the reading lesson should, in the primary grade, constitute the spelling lesson and be written on slates." To this we say "Yes, by all means." But mere copying must not be too long continued, or it will become merely mechanical, and the eye-memory, unexercised, will go sleep.

When the Second Reader is reached the admirable French method of dictation, (Homographic Dictée) will supply the words to be spelled more perfectly and permanently than the teacher's voice can, and without any consumption at all of the teacher's time, or interruption to the rest of the school. The
pupils having gradually learned a sign for each sound will see the pronunciation of what they are to write in a little book of dictée, but they do not see the letters, capitals, stops, &c. These they reproduce by effort of the eye-memory. The work is perfectly silent, but as engaging as an easy masterable puzzle. There is full time to recall and revise, and complete their reproduction of the orthography while another class is reciting. The principal pieces of the most popular Second Readers can be had in dictée in little loose five cent books, at the Phonetic Depot, Tyrone, Pa."

Mr. M. says, "oral dictation induces faulty pronunciation." This is sadly true, but the signs used in dictée are precise, and unchanging, and they verify and make correct the pronunciation of every word, without effort on the teacher's part.

"Composition should go with spelling." This is manifest wisdom. The report of the French Commission expressed wonder at finding, among the collections of school-work shown at the Centennial, no proper exercises in dictée (sentence-writing from visual dictation.)

"Good penmanship is an aid." True again; and the occasional writing of words in the homographic form is an excellent variation of pencil-craft practice, besides being an exercise in the analysis of words into the sounds used and the superfluous letters.

"Rules for spelling are useless." Yes; and the spelling-book too, with its columns of dead, meaningless words. But the dictionary comes into active and practical service as a book of continual reference. A teacher writes, "I used to think that I knew enough, and made no mistakes in letters or pronunciation; but since I have been using dictée I find myself brought up and quietly corrected quite as often as I have to correct my pupils. I keep the dictionary always at hand now."

Another Texan correspondent, who is teaching in the Chica-saw nation, says, "Send me any advice that will help me in this heart rending business of teaching spelling."

CONVERSATION IN SCHOOL.

There are many persons who cannot speak except under encouragement, but who, under proper leading, contribute their full share to the instruction of their fellows. We have all observed to some extent the benefits of conversation in shaping and perfecting our knowledge, and it is a means of drawing teachers by mutual encouragement. The teacher who has high meaners means that an hour or two of social intercourse often removes the vague prejudices of years; and we are therefore prepared to make many allowances for the failings of those whom we find to possess as much human nature as ourselves.

The young are generous; and when they find a preceptor ready to meet them on their own ground, and to answer their questions, and hear them express their ideas in their own way, they receive their elder at once into fraternity, and no longer regard him as their natural enemy, in or out of the school-room. There is not the slightest danger that the process will lead to any failure in cordial respect and obedience. There is nothing gained by over stiffness and distance. There are very kind and excellent people who are naturally reserved and formal. There is no better cure for it than this social friction; and where it fails to make a cure, it will at least remove a misunderstanding.—Hon. J. V. Campbell.

PRONUNCIATION.

Pronunciation, provided one avoids that of the confessed illiterate, is an affair of only subordinate importance. Perpetually undergoing mutation, and its fashions not being so readily transmissible as the changes in written language, no one living at a distance from the center where it is determined, should be severely censured if ignorant of its present standard. Viewed rationally, it is the most ephemeral of modes; and under any but an historical aspect, as between the decisions of veracious professors of it, those which were given last year may be of no more value in comparison with those given this year than a superannuated almanac. Excessive anxiety, or a habit of finical and superfluous exactness, with reference to dress, so with reference to pronunciation, is moreover, an unfailing index of frivolity and little-mindedness. For the rest, nowhere on earth, we suppose, is correct pronunciation necessarily a concomitant of good reading, except in so far as good breeding is assumed to include good education. A different opinion has of late been industriously promulgated; but we submit that it stands on much the same footing with the transcendental notion that the essence of gentlemanhood is wholly irrespective of both knowledge and morality. Pronounce as a man may, at any rate let his attitude toward pronunciation be that of common sense, and free from an inflated egotism. Whether we exert ourselves or not, to follow the English in their utterance of a language which we share with them, we shall most assuredly do well in deferring to their example of good-natured tolerance of those whose elocution is not exactly to their own liking, and of checking a disposition, if it should arise, to draw censures, deductions from peculiarities which may perhaps be more than compensated by merits we can ourselves make no pretention to.—Selected.

SCHOOL-HOUSE DEFECTS.—A model school-house, built two years ago on the outskirts of educational Boston, at a cost of $65,000, and pronounced to be a model of school architecture, proved only to be another "black hole." Recently in this beautiful building diphtheria in its most virulent form broke out, a large number of pupils were attacked, and in less than a fortnight eight succumbed to the destroyer. An examination by the board of health showed that the cause was escaping sewer gas; and yet, strange to say, none of the makers of the building had been indicted for manslaughter. This is only one of a thousand cases where impure ventilation and air are the slow murderers of hundreds of school-children yearly. We call to mind a number of school-houses which are excellently well built, apparently, but no grates for the free circulation of the air are placed in the foundations. Without these ventilators this air becomes dead, and what escapes works up through the floors and is breathed by the scholars. In one of the school-houses mentioned above, the floors were torn up after a lapse of 15 years, and the timbers, dry rotted, were easily broken with the blow of an ax. This matter of ventilation under the floors is never thoroughly put in practice, and thus injury of life and limb is ever impending.—Lansing Republican.

THE INTERNATIONAL SOCIETY FOR INVESTIGATING AND PROMOTING THE SCIENCE OF TEACHING.

The first meeting of this International Society will be held at the Thousand Island Park during the third week in August, from the 16th to the 21st inclusive. The Executive Committee has an excellent program arranged; the gentlemen who will read articles are representative educators, and will present the most advanced thought upon the severer subjects which they discuss. While the articles will be profound, yet they will be deeply interesting to all who can attend the sessions. There will be ample time for discussion; the papers will be confined within one hour in their reading. The proceedings will be reported in full, and all published. This will give a permanent value to the work of the society, and will add to the interest of the meeting.

The society had its origin in the Normal Educational Conference which was held in the Park in August, 1879. There is a very general feeling among educators that the profession of teaching should have an association whose purposes are the scientific advancement of the knowledge and experience of teaching. This society paper will endeavor to follow this scientific course of research. The organization already includes many of the leading private schools and many of the most progressive public schools in the country. It bids fair to be one of the most profitable educational gatherings held in the country. This is the first and the only educational association of a purely scientific and professional
The educational Weekly.

June 10, 1880.

The Great Glaciers near Fort Wrangel, Alaska.—A writer in the San Francisco Bulletin is enthusiastic over the great glaciers near Fort Wrangel, Alaska. Standing at the mouth of the fiord, he says, the water foreground is a pale, milky-blue color, from the suspended rock-mass issuing from beneath the grinding glacier—one smooth sheet sweeping back five or six miles, like one of the lower reaches of a great river. At the head the water is bounded by a barrier wall of bluish-white ice, from five to six hundred feet high, a few mountain tops crowned with snow appearing beyond it. On either hand stretches a series of majestic granite rocks from three to four hundred feet high, in some places bare, in others forested, and all well patched with yellow-green chaparral and flowery gardens, especially about half-way up from top to bottom, and the whole built together in a general, varied way into walls, like those of Yosemite Valley, extending beyond the other, while their bases are buried in the glacier. This is in fact a Yosemite Valley in process of formation, the modeling and sculpture of the walls nearly completed and well planted, but no groves as yet, or gardens, or meadows on the raw and unfinished bottom. The whole front and brow of this majestic glacier are grandly sculptured into a maze of yawning chasms and clefts, and a bewildering variety of strange architectural forms, appalling to the strongest nerves, but novel and beautiful beyond measure—clusters of glittering lance-tipped spires, gables and obelisks, bold outstanding bastions and blunt masts, adorning the top with fretted cornice and battlements, while every gorge and crevasse, chasm and hollow was filled with light. Along the sides we could see the mighty fluid grinding against the granite with tremendous pressure, rounding the outwelling bosses, deepening and smoothing the retreating hollows, and shaping every portion of the mountain walls into the forms they were meant to have, when in the fullness of appointed time the ice tool should be lifted and set aside by the sun. Back two or three miles from the front the current is now probably about 1200 feet deep; but when we examine the walls, the grooved and rounded features, so purely glacial, show that in the earlier days of the ice age they were all overswept, this glacier having flowed at a height of from three to four thousand feet above its present level.

The Texas Prairies.—At the moment that you start westward on the "Sunset Route," the landscape suddenly opens in all the loveliness of a blossoming prairie in its first luxuriance of green under the tender early sun. The flowers are numberless. When you have counted a couple dozen varieties, you find you have only begun. Here the painted-cup makes the great reaches gay; here yellow indigo stars them, and presently lends them its color, leading away into the boundless horizon a Field of the Cloth of Gold; here it is scarlet with the scarlet phlox, here blue with the verbena; here the lilac, with its long smooth filaments wondrously white, whiten all the windings of an unseen brook; here, clothed in the priceless small clover, and greener than Dante's freshly broken emeralds, beneath vast and hollow heavens, and "moulded in colossal calm," the naked prairie rolls away, league after league, unbroken to the Gulf.

Ol, the glory of a Texas prairie under a vertical sun! the light, the color, the turbulence, the vast solitude and silence, the limitless land, the everlasting rest! A flock of white cranes rise flashing in the light and soar away; a million lifts the lofty timber that outlines a distant river, and shows you the stream shining beneath, shaking silver vapor at its feet; in the valley beside, you, fearlessly blue ducks dip and swim and glide away, raising the waterdrops; a drove of horses, rising from beds of sunflowers, with flying manes and tails, go bounding into space; vast herds of cattle flit across the cropland. Now the forests of the Brazos begin to rustle; cypress and magnolia, linden and locust, ash and beech and elm, hickory and blackjack, dense to darkness, yet trembling with dew and sun, laced with gay violets of trumpet and passion flowers, and with huge ropes of blossoming grape stall from tree to tree, thick with undergrowth of dogwood and redbud, wild peach and cane, and their great dark live-oaks wrapped in the fantastic shadows of a thousand gray swaying cobwebs, and standing ward and awful in their Druidical beard.—HARRIET FRESCO STIFPORD in Harper's Magazine.

Velocity of Rifle Balls.

Prof. Spinc recently measured, before a large audience, the velocity of a rifle ball fired across the stage. The distance was only 33 feet. Lieutenant Merriam cooperated, and his duty was to shoot away, with a Creedmoor rifle, two loose wires, each of which connected in an electric circuit two globules of mercury. One wire was placed just in front of the supported muzzle of the rifle, the other 33 feet distant. Two levers were arranged, with bent wire points, over a piece of smoked glass to which a uniform motion could be imparted, and the electric connections were such that on the first wire being broken the point of the corresponding lever descended on the glass; but when the bullet broke the second wire it immediately rose again by the action of a spring. The result of this was that the point connected with this lever scraped a very short line on the smoked glass. The other point, being kept down during the swing of a seconds pendulum,scrapped a longer space. After firing, the glass was withdrawn, and a magnified image of the lines thrown on a screen. The relative lengths of these lines were then ascertained, the longer being found to consist of 190 inches, the shorter of 71 inches. In all, 5-11ths or 1.22 of a second, its velocity being $32 \times \sqrt{\frac{273}{3}}$ feet per second, or at the rate of a little under 500 miles per hour.—Scientific American.

The attempt in the Chicago Board of Education to replace Anderson's Blue's Ancient History by Swinton's has ignominiously failed. Anderson's book is in the market another year, and another set of copies of Swinton's book, with the plagiarized passages marked, the faults in the maps traced, and grammatical and syntactical underscore, and important omissions noted, go loose among the most intelligent members of the board and that was enough, aside from the merits of the book already in.—Inter Ocean.
THE STATES.

MICHIGAN.—Encouraging reports come from Portland; the school is progressing finely, the attendance being unusually large for this time of year. No teachers' vacancies at the end of the year. Miss Annie Pine and Miss Alice Warren are going away to complete their college course. Mr. Paine intends to accept a principship of public schools. There is promise of a new school house.

W. D. Washburn, a graduate of the University, class of '79, has been appointed principal at Muskegon for the ensuing year. Two sophomores have been suspended one year from the University for "homing" a professor.

Reports are received of good work done in all the departments of the Grandville school. Miss Addie B. Weaver goes to Grand Rapids next year. Supt. Daniels has an eye out for all the good teachers, and has secured an able and competent worker in Miss Weaver.

Supt. J. W. Ewing, Educational Editor of the Lever, is out with a nice little circular for educational items. If the teachers of Michigan consult their own interest, and the real good of the cause they represent, they will not be slow in replying to this circular. There is not a teacher in Michigan fit for his work, who is not able to say something of interest to every other teacher, at least once a month, and he does less than his duty if he does not say it.

The teachers of Flowerfield township, St. Joseph Co., have organized themselves into an association under the name of the Flowerfield Township Teachers' Association. Township Superintendent E. A. Hoisington is President, Miss Eugenia Hooves is Vice President, and Webster Dock is Secretary. The people of Flowerfield manifest great interest in educational matters.

Pres. Angell will sail for China June 16, Mrs. Hill, preceptress of the Howell high school, has resigned on account of ill health.

X. A. Richards of Chelsea has accepted the position of principal of the St. Louis school for the ensuing year, at a salary of $900.

Wm. H. Townsend, formerly principal of the Battle Creek high school, has gone to Colorado, where he intends to enter the profession of the law.

The Coldwater school board has employed the teachers for next year, with J. S. Crambie as superintendent, at an annual salary of $1,200.

Miss Nancy Donovan, teacher in the Owosso schools, will spend the month of August in giving instruction in the normal institute at Afton, Iowa.

The Howell school board has employed all teachers required for next year except superintendent and preceptress of the high school, which are yet to be supplied.

The Saginaw City high school will graduate, at the close of the current school year, five boys and five girls, several of whom will enter the University in September.

The Ludington city schools, under the superintendence of J. N. Foster, (formerly of Lansing,) are reported as very prospering; 11 teachers are now required to give instruction.

The Grand Rapids Lever, in announcing the fact that the Ionia school board has engaged all of the present corps of teachers with but two exceptions, adds "it is no longer unusual to find many of the teachers working here as in the season as possible. The plan adopted by some boards of postponing the appointment of teachers till after the close of the school year works injustice to the teachers and injury to schools. What teacher of any girt will hang around for two or three weeks after school closes, spending her vacation time, and paying her board, all because the school board does not choose to do its duty at the proper time?"

Frank Willis is principal of the Dryden union school. The board of trustees adopted a course of study April 24, 1880, for a printed copy of which the Weekly returns thanks to Prin. Willis.

An announcement of the Quincy union school for 1880—81 is also at hand. Principal, D. A. Allen, Ph.B.

Ann Arbor, June 7.—Alexander C. Angell, eldest son of President Angell, and Miss Fannie Cooley, daughter of the Hon. T. M. Cooley, were married at 9 o'clock Sunday evening. The wedding was a quiet one. The bridal couple took the train for Chicago this morning.

ILLINOIS.—The Iroquois county institute will commence at Gilman, July 6, and continue in session till August 14. It will be conducted by Supt. D. Kerr and Prin. N. W. Wilson, of Sheldon. Supt. Kerr sends out a stirring circular to teachers.

The indications are that there will be a large attendance at the summer term at Normal. All the laboratories will be open for work to any teachers who are prepared to use them, and as these laboratories are very thoroughly equipped, the opportunity thus extended to students is indeed a rare one.

Supt. J. W. Hayes of Urbana opened a summer school for teachers May 31. He started with an enrollment of 30, and will doubtless increase the number as the spring schools close.

The Princeton high school allowed all of a class of thirty to speak at commencement and yet finished the exercises at noon. We don't know what time in the morning they began.

Rev. Edward Anderson, of Quincy, is to give an educational lecture at Bureau county fair on what is called the children's day of the fair. This is a new feature in Princeton fairs.

And now Supt. Colvin, of Pekin, is asked to undergo investigation, but his school board do not propose to indulge in that species of amusement. The man who wants to prefer the charges has been investigated by "Uncle Sam" as a prominent member of the "Pekin whisky ring" and is now so completely vanquished that he sees the great need of purity in the public schools. In brief, this seems an attempt to defeat Mr. Collins' re-election, but it did not accomplish its purpose.

Wyanet, Bureau Co., graduates a class of eleven this year. This is quite a good number for a rushing little business town.

Paxton Collegiate and Normal Institute laid the corner stone of its new building June 9. The annual commencement exercises of the institution were held in the evening of the same day.

Prin. Jesse Hubbard of Dwight will spend the first three weeks of his summer vacation visiting the West.

W. H. Chamberlin, after a year spent in post-graduate work at Normal, returns to his former position at Ridge Farm, Vermilion Co.

Herbert McNulta means that when he is "away on the raging hillow" as a "middy" he shall be remembered pleasantly by his teacher. On his graduation from the Normal University high school he presented Principal James a gold-headed cane.

Prof. DeMote of Bloomington went down to Springfield the other day to be examined for admission to the bar. What does this mean?

The Southern Illinois Normal University has enrolled since its organization 1,304 students. Of these 682 have left the school to engage in teaching. The class of 1880 consists of 10 members.

Were there no danger of wearing out an old worker, we know many teachers would like a chance to attend a summer school under charge of Dr. Bateman. We of the schools are glad however to see our veterans husband their strength.

Joseph Carter is re-elected superintendent of Peru schools at an advanced salary of $4,350.

Galesburg high school on May 23 graduated a class of twenty-one. The average standing of the class was above 90.

The school board of Monticello issue a neat catalog and course of instruction. We notice names of several pupils marked as transferred to a lower department.

Decatur high school held its thirteenth annual commencement June 4. Declamation, debate, and reading were introduced to vary the monotony of exercises and orations. In the evening the alumni held their annual reunion and banquet. The program of toasts, etc., promises well, and those who were present assert that the promises were more than fulfilled. The graduating class of this year presented Mr. Brown a beautiful gold watch chain with a bearing on one side his own monogram; on the other "Class of 1880, D. H. S." Mr. B's retiring from the principalship is greatly regretted by the school.

Peoria has closed the year's book fight at last. The Ohio firm came out ahead and White's arithmetics were adopted June 7.

Nineteen young men and six young ladies were graduated yesterday at the Peoria high school. The class was above 90. The spelling reform so far as the laboratories are very thoroughly equipped, the opportunity thus extended to students is indeed a rare one.
phy. Its pages present a singular appearance, considering their origin, but one not at all repellant to the "advanced" orthographer.

An Oxford correspondent of the Cincinnati Gazette claims that the press has been too severe on the Executive Committee of the Miami University for having "some forty or more trees on the north side of the campus toppled." The topping was done to make way for the Dayton Heating Company into whose hands the hedge in question was put a few years ago, they complaining that the trees assimilated too much moisture.

At a regular meeting of the Board of Education of Newark last night, Supt. J. C. Fetterly was re-elected at an increase of salary for two years. The master of penmanship and drawing, J. W. Latimer, Principal of the high school, S. E. Swartz, F. Kochendorfer, teacher of German, and nearly all the teachers of the grades below the high school were also re-elected. Commencement to-day. Fifteen graduates, one gentleman and fourteen ladies. A record showing the standing of pupils in the various studies.

Minnesota.—The faculties of the State Normal Schools, as far as elected, are as follows:

Winona:—Irwin Shepard, M. A., principal and instructor in mental science, school economy, and Latin—$2,000.

Clarice M. Boutelle: physical sciences and higher mathematics—$1,200.

Miss Fannie C. Kimber: methods and supervision of practical teaching—$1,000.

Miss Martha Brechehill: geography, physics, and natural history—$1,000.

Miss Louie M. Benney: English language and literature—$750.

Mrs. Blanch D. McKee: vocal music, voice culture, and elocution—$600.

Miss Jennie Ellis: history, civil government, and preparatory studies—$800.

Miss Mankato Anna G. Baldwin—$700, Lillian S. Partridge—$600, and Alice H. Bingham—$600, critic teachers in the model school.

The salary of the teacher of drawing, penmanship, and accounts was placed at $600, but the teachership was left vacant.

Mankaloo:—Edward Searle: principal and instructor in Latin, mental science, and pedagogy—$1,200.

Miss Helen Phillips: English literature and mathematics—$1,200.

Mrs. D. A. Swann: drawing, and theory and practice of teaching—$1,000.

Mr. J. H. Dunn: natural science, and penmanship—$1,000.

Miss A. McMillian: grammar and geography—$800.

The teachers in the model school were not appointed, the salaries being fixed at $500, and the teachership of vocal music was also left vacant without the stipend being named.

St. Cloud:—Mr. D. L. Kiechel: principal and instructor in Latin, mental science, and pedagogy—$2,000.

Miss T. J. Gray: natural science—$1,200.

Miss Isabel Lawrence: methods and practice, and superintendent of model school—$1,000.

Miss H. Celia Higgin: Latin, history, and mathematics—$750.

Miss Ada A. Warner: geography, drawing, and mathematics—$750.

Miss Mary L. Gilman: teacher in model school—$450.

Miss Flora M. Truman: teacher in preparatory school—$400.

A teacher of music, penmanship, and accounts was not named, the stipend being placed at $1,000. The janitorship was left vacant, with the salary fixed at $400.

Charles S. Bryant, Secretary of the State High School Board, writes to the Pioneer-Press recommending that the high schools of the state use a uniform record showing the standing of pupils in the various studies. The suggestion is an excellent one and should receive attention from the State Educational Association.

Iowa.—Mr. Leigh Hunt, of Mt. Pleasant, was decoration day orator at Independence. The Bulletin says he is "one of the most eloquent young men in Iowa. His oratory is of the impassioned, dazzling type, and carries everything before it in a storm of enthusiasm."

Pres. Pickard, of the State University, addressed the graduating class of the Independence high school.

Mr. Jona. Piper, the very faithful book agent, gave us a call a few days ago.

No State Normal Institute will be held this summer, as it is consolidated with the State Teachers' Association, which will meet next December.

Dr. J. M. Gregory, President of the Illinois Industrial University, will deliver a series of four lectures before the Scott County Normal Institute in August.

The Iowa Normal Monthly and the Central School Journal have formed a suspicious combination. The two journals are offered for $1.35, which is fifteen cents less than the price of the Normal Monthly alone! Better add a third and the subscription is for $1.00! New subscribers to the Normal who do not want the Central sent to their address may prevent it by paying fifteen cents. This is a "splendid offer."

The College: University Commencement. Commencement week at the State University at Iowa City, Friday, June 18. 8 p.m.—Anniversary of Literary Societies, Saturday, June 19, 4 p.m.—Chancellor's Address to Law Class.

Sunday, June 20. 4 p.m.—President's Baccalaureate Address. Monday, June 21, 4 p.m.—Class Day Exercises. 8 p.m.—Alumni Exercises. Address by W. H. Judson, New Orleans; Poem by Mrs. E. H. Haddock, Iowa City. Tuesday, June 22, 9 a.m.—Graduation of Law Class. 3 p.m.—Commencement Oration, Rev. A. D. Mayo, Springfield, Mass. 8 p.m.—Law Oration, by James L. High, Esq., of Chicago. 9 p.m.—President's reception, Wednesday, June 23, 10 a.m.—Collegiate Commencement.

Central University Commencement, Pella. Anniversary exercises begin Sunday, June 6 at 10:30 a.m. Baccalaureate, by the President. 7:30 p.m., Sermon before the society of Missionary Inquiry, by Rev. T. J. Keith, Waverly. Monday, June 7, Oral Examinations. 7:30 p.m., meeting of Literary Societies. Address by Rev. W. A. Welcher, Mt. Pleasant. Poem by Rev. L. M. Woodruff, D. D., Des Moines. Subject, the man of the Times. Tuesday, June 8, 8:30 a.m., Annual Meeting of the Board of Trustees. 11 a.m., Annual Sermon by Rev. E. H. E. Jameson, Omaha, Neb. 2:30 p.m., Oratorical Contest for the Learned prize, and Senior Academic Orations. 7:30 p.m., Meeting of the Alumni. Address by Col. David Ryan, Newton. Wednesday, June 9, Commencement. Procession will form at the College under the directions of Capt. Cox at 10 a.m. 10:30 a.m., Exercises at the Baptist church. Orations and conferring of degrees. 7:30 p.m., Reunion of all the friends of the College.

Oskaloosa College. The exercises of Commencement week open with the Baccalaureate sermon, Sunday, June 6, 10:30 a.m. Final examination, June 7. Society exhibitions, evenings of June 7, 8, and 9. Meeting of stockholders and trustees, June 9, 10 a.m. Commencement day, June 10; exercises begin at 8:30 a.m., sharp. Alumni meeting, June 10, 4 p.m. Reunion sociable, June 10, 8 p.m. There are eight candidates for first degree and five for second. Isaac Errett, editor of the Christian Standard, Cincinnati, Ohio, will deliver the Annual Address. Summer school of elocution and German under the instruction of Prof. Griffith and Haupt, will open June 28. G. T. Carver, of Iowa Wesleyan University and German College, Mt. Pleasant, Tuesday, June 8, 3:30 p.m., trustee meeting German College. Anniversary Schiller society, 8 p.m. Wednesday, lecture 3 p.m. by Rev. Schlegel for Pfekin, Ill., before Schiller society; 7:30 p.m., Elocutionary reading (English).

Thursday afternoon, 11:30 commencement exercises of the German College:

Annual examinations, Wednesday, Thursday, and Friday, June 9, 10, and 11. Annual meeting of Board of trustees and visitors, Friday, June 11, 2:30 p.m.—Anniversary of Rutbenas society, 8 p.m. Annual Address, 10:30 a.m. Address by Dr. G. N. Power, at 2:30 p.m., University address, 8 a.m., by Dr. N. B. Rodger. Anniversary exercises of Hamlet society, Monday, 8 p.m. 3 p.m., before literary societies, 3 p.m., Tuesday, June 15. Alumnus address by Dr. Leroy Vernon, Rome, Italy, Tuesday, 8 p.m., and reunion 10 p.m. Graduating exercises of the Senior class; master's oration by A. K. Linus, Wednesday, June 16, 8 a.m. Oratorio. "The Messiah," under direction of Prof. Rommel, Wednesday, 8 p.m.

Singing Centenary, Indiana: Baccalaureate sermon—Sunday, June 6, 10:30 a.m., President E. L. Parks. Students' class meeting—Sunday, June 6, 3 p.m. Annual sermon—Sunday, June 6, 8 p.m., Rev. R. D. Sheppard, A. M., B. D., of Chicago. Annual Address Before Societies—Monday, June 7, 8 p.m., Rev. R. D. Sheppard, A. M., B. E., Law Commencement—Tuesday, June 8, 9 a.m. Contest for the Andrew Prize, in Oratory—Tuesday, June 8, 8 p.m. Commencement Exercises—Wednesday, June 9, 9 a.m. Alumnum Dinner—Wednesday, June 9, 1 p.m. Annual Meeting of the Alumnus Association—Wednesday, June 9, 4 p.m. Annual reunion of Students at the Hotel, Wednesday, June 9, 7 p.m., Mt. Pleasant, Iowa.

The Mt. Pleasant schools gave a series of entertainments last week. Bedford values her school buildings and grounds at $35,000, her seating capacity for 700 children, enrolled 450 pupils during the past school year, employs nine teachers, and graduated a class of six from her high school last week. Mr. J. C. Kerr is principal in charge. The Oskaloosa high school graded a fine last week class. The Herald gives a synopsis of each oration. The Oskaloosa schools, under the able and careful management of Sup't Seely, rank among the best in the state.

The new edition of school laws promised last month has been delayed by rush of state reports, and will not be ready for distribution before the first of July.

The fall term of the University begins Wednesday, Sept. 15. Examinations for admission, Tuesday, Sept. 14.
Kansas.—The State Teachers’ Association will convene in Topeka the 22d inst. L. A. Thomas of Topeka is president. A good program is published.

The Convention of County Superintendents will assemble June 23, also the State Normal Institute.

J. H. Lawhead, of Fort Scott, is a candidate for State Superintendent; also Prof. Thomas, of Topeka, Sup’t Speer, of Junction City, Bishop, of Salina; and Fitzpatrick, of Leavenworth.

Wisconsin.—Pres. J. W. Stearns of the Normal School delivered an address at Whitewater on Decoration Day. The address was published in the Whitewater Register.

Regents Chandler and Wright and Sup’t Whitford visited the Whitewater Normal School and examined the senior class last week.

The Annual Report of the Board of Education of the public schools of Oshkosh for 1879 forms a fine volume of 64 pages. The superintendent urges the substitution of geology for physiology in the course of study, though, we think, without good reason. The high school, under the charge of Principal E. B. Wood, is reported to be in a most flourishing condition.

The enrollment in the Milwaukee public schools in May was 12,620, the average attendance, 11,092. The number of teachers employed in all of the public schools of the city is 215. The number studying German is 6,777; of these 6,447 are of German parentage, and 613 of other parentage.

There will be an examination of teachers in Milwaukee the 17th, 18th, and 19th inst.

Prof. J. W. Swiler, of the Jacksonville institute, was yesterday elected principal of the Deaf and Dumb Institution at Delavan.

Indiana.—The week ending June 5 has brought quite a crop of high school anniversaries, among which the following have been reported: Mitchell, six graduates, all girls; Martinsville, J. R. Starkey, Sup’t, three boys and eight girls, total, eleven. The address was delivered by W. R. Halstead of DePauw College; Dublin, one boy, six girls; Crawfordsville, W. T. Fry, Principal, one boy and eight girls. The audience was admitted by tickets. The Crawfordsville Journal laments the vanity of the sweet girl graduates by an elaborate account of their toilets a la Jenkins. The solitary representative of the sexier sex, Lewis T. Gilliland, “wore the conventional suit of black, a white neck tie, and a button hole bouquet.” Bedford, with a population of 2,600, sends out a class numbering twenty-six, of which three only are gentlemen.

Monday, August 23, is set as the time for commencing the Montgomery Co. Institute, which will be held in the Court House at Crawfordsville. Mrs. M. W. Thompson, of the Indianapolis high school, has resigned.

THE WORLD.

NEWS RECORD CLOSING WEDNESDAY, June 9.

—The Empress of Russia died June 3.

—Horace Maynard was confirmed as Postmaster General June 2.

—President Henry E. Robbins, of Colby University, Maine, has resigned.

—The Senate and the House have agreed to adjourn the 17th inst.

—The taking of the decennial census throughout the country began last week and will be completed this week.

—Last month 55,000 immigrants arrived in this country, the largest number ever arriving in one month.

—Prof. J. W. Shoemaker, the noted elocutionist of Philadelphia, died of consumption at Atchison, Kansas, May 15.

—E. H. Long has been elected successor to Dr. Harris of Lebanon, Pa., who has been for some time assistant superintendent.

—The Rev. John R. Herrick, of West Hartford, Conn., has been elected President of Pacific University, Oregon.

—Hon. J. L. Denton has been renominated for State Superintendent of schools in Arkansas, by acclamation.

—Prof. Datcher has been unanimously re-elected to the presidency of the Cape Girardeau Normal School in Missouri.

—The Hon. Newton Bateman, President of Knox College, will go to Europe this summer on a tour of several months, leaving this country June 24.

—The next session of the Pennsylvania State Teachers’ Association will be held at York, commencing July 27, and continuing three days.

—Mr. Orville Reed, Jr., a graduate of Yale, class of ’77, has been appointed Professor of Latin Language and English Literature in Robert College, Constantinople.

—District Attorney Townsend does not concur in the finding of the West Point Court of Inquiry in the Whittaker case, which declares him to be guilty of outrageously assaulting himself.

—The reduction of the public debt during the last six months has been nearly seventy-five million dollars. During the month of May it amounted to nearly sixteen million.

—The new Russian Minister of Public Instruction, Privy Councilor Saburoff, has given notice that all religious instruction in the Russian elementary schools is in future to be given by lay teachers.

—Supt. A. C. Goodwin, of Clarke county, was nominated by the Democratic State Convention at Indianapolis yesterday, for the office of Superintendent of Public Instruction, over the present incumbent, J. H. Smart.

—The National Republican Convention in Chicago nominated James A. Garfield, of Ohio, for President, and Chester A. Arthur, of New York, for Vice President. Neither of these gentlemen were candidates, but they may be all the better for that. Candidates never win in those conventions.

—In the Female Suffragists’ convention at Chicago, Mrs. Belva A. Lockwood, of Washington, denounced as a crime the refusal of the Chicago Board of Education to employ married women as teachers. She held that a wife has as much right to support her husband as a husband has his wife, and any official action which prevented the exercise of this womanly prerogative she looked upon as an outrage.

—Proceedings have been begun in Philadelphia to wipe out the five bogus medical colleges there. The president and two members of the faculty of the American University of Philadelphia and the Eclectic Medical College of Pennsylvania have been arrested. The person urging the prosecution says that for $150 he obtained five degrees, two of doctor of medicine, one of divinity, one doctor of laws, and one doctor of civil law. Half a ton of diplomas, with a mass of correspondence, has been seized. The latter shows the sale of about 3,000 sheeptails.

—In Waden, Switzerland, there is a school-master now engaged in teaching who has been sixty years engaged in the service, and has now passed his eightieth year. While his intellectual powers are in the full flush of youth, his advanced age has rendered it inconvenient for him to go to and from his school in the stormy weather of winter. It is related that in order to relieve the embarrassment of the veteran teacher, two robust young fellows present themselves in the morning at the teacher’s residence with a comfortable sled, on which they drag him to school, and at the close of the classes in the afternoon he is reconducted home in the same manner.

—The provincial government of Croatia has seen fit to deal with the bad language used by the school children and others by issuing the following notice: “It has been observed of late that not only adults but also school children, in the open streets, blaspheme with such thoughtlessness as to afford sad proof of the mechanical habit of profane swearing, even in ordinary conversation, blaspheming God, the saints, the cross, etc. It is the sacred duty, not of individuals only, but of the authorities, and most especially of those who are charged with the education of the young, to strive by all possible means, to eradicate this evil, which is an outrage to the feelings of all reasonable beings, and which brings disgrace upon the nation. For this purpose, the provincial authorities and all national school teachers are requested to devote particular attention to this matter, to admonish the school children upon the subject, and to report their proceedings to the proper authorities.”

—Wellesley College laid the cornerstone of its new stone building on the 21st of May with appropriate ceremonies, President Porter delivering the address, which was a vigorous argument for a distinctively Christian education, in all higher seminaries of learning. The new building will be occupied chiefly by teachers, of whom there are over fifty taking courses to fit them for a higher grade of educational work. It is to cost $100,000, and is the gift of Mrs. Stone, of Malden. A new college of music is also in course of construction; and during the day it was announced that $15,000 had been given by Mr. Michael H. Simpson, of Saxonville, Mass., to found a special building for those pupils who, on account of health or temperament, could not pursue their studies so well while residing and taking their meals with three hundred companions in the college proper. The Students’ Aid Society, formed last year by ladies outside the college to secure funds for scholarships, have raised $60,000 during the year; a special donation of $5,000 to the fund was also announced, from Mr. Rufus Frost, of Chelsea.—Christian Union.

—An Irishman was once asked if he had ever seen a red blackberry. “To be sure I have,” said Pat “all blackberries are red when they are green.”
ROSES AND ORANGE-BLOSSOMS.

Tilling, tipping, on dainty toes,
A maiden climbs for a bright wild rose;
Breaking away from the root's control,
Over her shoulders the ripe curls roll.

An indolent stranger sauntering by,
Stands still to gaze with a startled eye;
And O, the blush on her cheek that glows
Hath blushed the hue of that poor wild rose.

The bud that June discloses
July's hot breath will sere;
Then hey for hardly roses
That bloom the livelong year.

The last lone rose in the garden grieves,
Over the yellow stooks of harvest stand.
Though orange-blossoms faint and fair,
The heart still overrules the head.

That, in a world of larger scope,
To regard the blush on the maiden's cheek to-day
Then hey for hardy roses
That bloom the livelong year.

—Tinsley's Magazine.

RAIN ON THE ROOF.

When all is thought and said
The heart still overrules the head;
Still what we hope we must believe,
And what is given us receive—

When the humd shadows hover
Over all the starry spheres,
And the melancholy darkness
Gently weeps in rainy tears,

What a joy to press the pillow
Of a cottage chamber bed,
And to listen to the patter
Of the soft rain overhead!

Every tinkle on the shingles
Has an echo in the heart,
And a thousand dreamy fancies
Into busy being start,

To this end, all the members of the Faculty will be present, prepared to give instruction in their several departments. The work will be thoroughly planned beforehand, in a series of lessons extending through the entire term.

The biological, chemical, and philosophical laboratories will be open for such as are prepared to work in them.

The several grades of the Model Department will be in session, in order that the practice of teaching may be studied, as well as the theory.

Tuition will be free to all who are admitted to the session. Students who have work in the laboratories, however, will pay for chemicals and other materials actually consumed.

Board will cost, in families, from $3.00 to $4.00 per week. Arrangements can be made to reduce the cost considerably, by clubbing or self-boarding.

No persons who have taught less than three terms are wanted as students at this session. It is expected, also, that all who enter will remain during the whole term.

Persons desirous of attending the University for this special term should notify the president, as early as July 1. They should bring with them such text-books in the several branches as they may have. Few or no new text-books will be required.

The names of all members for the special session will appear in the annual catalog of the University.

EDWIN C. HEWETT,
President.

P. S. All the Railroads centering at Bloomington will give Reduced Rates to persons attending this session. Apply to me for particulars.

E. C. HEWETT.

HOWLAND'S VIRGIL.

To the Editors of the Weekly:

It is with the greatest pleasure that I have read the beautiful and always critically correct translation of this grand old Latin Classic by Professor Howland. As I have read the page or two of each successive number of your excellent journal I have wondered why we teachers and readers of this immortal song might not have it in a compact book form; waiting from week to week for a hundred lines at a reading seems a little too wide apart unless one may have been so favored as to have read the Aeneid in the original Latin. I have the free and full German Commentaries of Voss and many other translators in different languages, and yet have nowhere met a rendering so satisfactory in all respects. For, when we remember that the master minds in English, German, and French scholarship have done their best to give us at once a faithful, critical, poetic, and easy flowing version of Virgil's graceful rhythm, and have all of them failed in some one particular, then it will appear no easy task for an American scholar, no matter how learned or gifted with genius, to furnish a translation combining like Luther's German rendering of the Bible—entire fidelity to the original in phrase and idiomatic expression so natural and life like as that we seem once more to hear—Virgil himself singing the exploits of his heroes amid the clash of arms; again we see the kingly Aeneas walking the busy streets of Carthage with the beautiful Dido; again revering the Elysian fields, or crossing the dark river of Hades. All this is done with a vividness and life-like coloring so true to the original, that nothing seems to be lost in the English dress.

—At the last meeting of the Chicago Board of Education a very handsomely and spontaneous compliment was paid Monroe's Readers. In the progress of the debate as to the merits of the readers that were urged ex parte, one member exclaimed, "If I had my way I should select Monroe's whole series." Another said emphatically, "So would I, for they are the best series." At these remarks an air of asent seemed to prevail with the whole Board, and not a word was uttered to controvert the sentiments expressed above.
PROFESSOR PARKER ON SPELLING.

Professor Parker's third lecture opened with some apparently apologetic remarks about teachers working much harder to attain desired results than was necessary. These soothing words had the effect of balm upon the wounded spirit of The Defiant; and the hour proved the most profitable one of the course, possibly because the teachers did part of the talking. Professor Parker's remarks, however, are all that it is my intention to report, though those of the teachers were both witty and wise; of his I recall this:

Know the mind which is to be taught, and the method of teaching it will take care of itself. Spelling is no mark of real scholarship: the day is coming when we “shall spell bi a mor natural method than the won now in use.” But with the present alphabet, spelling may be taught with much less labor; there is really very little use for oral spelling; oral spelling does not help to pronunciation; suppose you help a Frenchman to pronounce phthisic by giving the letters of the word, how much benefit would he receive? Everything should be learned by doing. The best way to get a correct idea of any form is to attempt to draw it, so have the children draw the words—for writing and drawing are the same thing; the purpose is not to picture the words upon the board, but by often picturing them upon the board to produce a correct picture in the brain of the child; hundreds of children spell well orally who can not write the simplest words without blundering; of what use is such spelling? There should be no oral spelling in the first two years of school, no reproduction of words from memory in that time either, but faithful copying from well written patterns. Wait for things to grow in the mind; ideas grow slowly and if you force a child to a single utterance before he is ready you do him an injury.

If the first year's work is done, if the first year's work is done, if the first year's work is done, there is no trouble with the rest.

Begin written compositions in the second year. A good beginning is to do something and ask the child to write what you did upon his slate. Never allow a word to be written wrong; never allow a sentence to be begun except with a capital; never let a child guess at the spelling of a word, if he mistakes once don't let him try again, write the word correctly for him at once or have another pupil do it; guesses confuse the mind. Say nothing about rules for punctuation and capitals in a primary department, but write your sentences correctly and insist upon correct copies from the pupil.
"Robert," she said, "Will you not give me your paper?" Slowly he passed it up. She spread it out in her open hand; it was blank.

"Did the sun shine this morning, Robert?" asked his teacher.

"Why, yes, ma'am," answered Robert.

"Then you are blind, are you?"

"Oh, no, indeed." "But how was it, then, you could walk a quarter of a mile this bright summer morning, and see—nothing? Meet no people in the street, remember nothing of trees, or flowers, or animals, or folks on your road?" Creation will be a blank to you, Robert, unless you educate your eyes!"

Now this is an excellent little story for us all to remember. What we see and take in, and thus make our own, is what makes us. We were not born to live like the dumb creatures who have no minds to store. Wherever we go, or dwell, we do wrong to ourselves and each other, if we have not wide open eyes, wide open minds, and wide open hearts.

I wish the Weekly's boys and girls would try this pleasant exercise of writing out what they see on the way to school for their teachers, and find what a help it will be in accommodating them to notice, and remember. And if any of you have "E'enings At Home," read to your teachers "Eyes And No Eyes."

HOW OUR ROB LEARNED BUSINESS.

A LITTLE BIT OF A BOY'S STORY; BY MRS. MARY P. COLBURN.

Somebody gave our Rob some papers to sell,—they were a cent apiece,—but before I tell you the funny story, I know you will want to know just how this dear little fellow looked. So, if some one of you who has red cheeks and blue eyes—a little round chubby face with a dimple in your cheek and another in your chin—and whose bright yellow hair falls in curls down on your shoulders will look in the glass, you will see just about such a boy. Only if you don't have to stand tip-toe to get a peep, and a big high tip-toe, too, you are nothing near so small! How's that?

Our Rob doesn't wear very nice clothes; he can't, his mother is so poor, but he is so good and so cunning that most everybody wants to claim him; and that's how he comes to be "our" Rob. People like good little children, everywhere, you know.

Now Rob doesn't know a thing about money yet,—a nickel or a dollar are just the same as a cent to him, so how could he sell papers right? But as I told you, some one gave him some papers and told him he might have all the money he could get for them; so the dear little boy tucked them under his arm and went right out in the rain to begin business. That is a pretty long word, but if you will try to learn how to spell it, I will promise you that you will all know what it means before very long.

Here I am, leaving Rob out in the rain, though! Well, pretty soon a gentleman came along, on the wet sidewalk, and Rob, doing what they had told him, shouted out, at the top of his voice—"Penny Press, sir,—Penny Press?" That was the name of the newspaper. The gentleman stopped to look down at the wee bit of a boy, and we don't know, what he thought when he saw how small he was,—and he saw such a red nose, too, and such little blue fingers, all wet and cold! Then he said—"Well, my little man, how much do you ask for your paper?"

"A penny, sir," and Rob pulled one right out of his pile, while the gentleman, who hadn't a penny, put a nickel in his hand, which very soon found its way down into Rob's pocket, just as the gentleman said, "Come upstairs into my office, and warm yourself, and perhaps I can find a cent. So upstairs he trotted, pitter-patter, pitter-patter, with his small feet, and when they got there the gentleman handed him a penny, which Rob slipped into his pocket, too, never saying a word about the change. The people in the office all laughed to see this small boy turn to go out, then, but the gentleman called him back, saying, "Here, my little man, you haven't given me back my nickel yet.""Well, I tant det it; it's done down my trousers led into my shoe,—but my mamma'll det it out for me when she undresses me to night," said the bit of a news-boy.

"How can you give me my change then?"

"Why, I tant!" and the little honest eyes looked up in wonder to see what the man who bought his paper and paid for it twice could mean—he didn't understand it, at all.

Now it is business to know how to buy and sell things, even if it is only a cent's worth, and give the right change back. When you have learned that, you will find, dear boys, there is not very much more about it.

Our Rob went home, and when his mamma "undressed" him, she found the nickel in his shoe. He told her all about it, and how funny he thought it was that the man wanted it back after he had paid it for the paper. But when little Rob had talked with her a while, he knew what it meant, and his blue eyes twinkled as he put his arms around his mamma's neck, and said, "I'll tarry it back to the man to-morrow, mamma!" And he did, blessed little fellow! He carried it back, and "the man" gave him a bright silver quarter that didn't need any change taken out of it, to keep for his very own.

THE PUZZLE BOX.

One of our bright little readers has gathered this summer bouquet for us. Let me hear from some of the rest of you.

GEOGRAPHICAL BOUQUET.

A beautiful bouquet I had sent me, containing more lovely flowers than I can describe, but I will tell of a few. Sweet lilies, and roses, and a cluster of little flowers we never forget, found first in the midst of a cape at the southeastern extremity of New Jersey.

The rarest and most delicate were, strange as it may seem, named for a river in southern Africa, and the richest, delightfully scented, for a town in the northern part of Florida.

One of the fairest roses was like a beautiful girl in a Maryland city.

The flowers had leaves like a Kentucky river; and their stems were tied with another in Louisiana, and a knot twisted of two ribbons like the branches of a great Egyptian river, formed thus our national colors.

Who will send me the answer?

It may be worth knowing that the mountain's brow is usually close to the mountain snows on mountains high.

Thanks to Ada Hinckley, of Galveston, for a pleasant letter, and nicely pressed flowers,—specimens I like much to have from the prairie state. I am always very glad indeed to hear from any of Miss West's little folks, and wish them all to remember it.

 Isn't it odd that a running vine should produce a cantalope.

"So you're going to keep school," said a young lady to her old maid aunt, "Well, for my part, sooner than do that I would marry a widower with nine children," "I should prefer that myself," was the reply, "but where is the widower?"
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PUBLISHERS' NOTES.

The publishers of the Weekly are prepared to engage active local agents in every county in the United States where needs are not entirely supplied. A veritable cash commission will be paid. It will pay any enterprising teacher to engage in the work.

My advertisement in the Weekly pays better than any other paper.—A. J. Mason, Jacksonville, Ill.

—Horsford's Acid Phosphate for Nervousness. John Y. Simpson, M. D., of Monterey, Iowa, said: The Acid has—to use the lady's own expression, to whom it was given as a Nerve Tonic,—made a marked change in the condition of an invalid suffering from nervousness. I have had him in my practice in the same locality for fifteen years, and I have been using the Acid in various cases with entire satisfaction. I have found it a valuable remedy, and I am anxious to obtain a supply from your company as large as possible.

—One of the best county superintendents in Illinois announces that an allowance of five per cent on all the weekly papers published in his county will be returned to him at the end of the term. A veritable cash commission will be paid.

—We have made arrangements with the Acme Stationery and Paper Co. of New York by which we are enabled to furnish any of their goods to schools or superintendents at lowest net prices. Their advertisement as appeared in this paper for several weeks. We have thoroughly examined their stock and are satisfied that the Acme paper is the best that can be had. We shall therefore not manufacture any more of the Comparative Examination Paper, only as we have ordered. We have a small stock yet on hand which will be sold at ten per cent less than the prices advertised, to close it out.

—The Acme paper is described in the advertisement as having a distinct correspondence respecting it. We have ordered a quantity of the Pads, 52's, and samples of the Examination paper, and as soon as examinations begin we shall order a large quantity from New York, and continue to order at that rate. Those expecting to need a supply of such paper will do well to open correspondence at once. The Pads and all other articles are good for use at home in and in classes. They can be used with both pen and pencil. Price of 100 pads, 52's, 100 sheets in each pad, $1.20. If needed, $1.50.

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